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ABSTRACT

The yearbook provides special education information including federal and state policy actions; important reports; statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education. In general, the yearbook covers reports issued from July 1986 through June 1987. The yearbook is organized into five main sections. General information includes information on federal legislation; judicial decisions; the executive summary of the ninth annual report to Congress on the implementation of the Education of the Handicapped Act, Volume 1987; funding priorities; a joint statement on the relationship between special education and general education; and special education in Canada. The next section, on early childhood special education, includes excerpts from a report on handicapped children in Head Start. Section III contains U.S. statistics on exceptional children served. The fourth section reports on annual awards. The directory section contains information on: U.S. Congress Committees related to the handicapped, Office of Special Education Programs, the Council for Exceptional Children (including staff governance, and divisions), U.S. State Directors of Special Education, U.S. Coordinators of Programs for the gifted and talented, Canadian senior government officials in special education, and organizations and agencies serving exceptional children and adults. Sixty-two tables provide statistical data. (DB)

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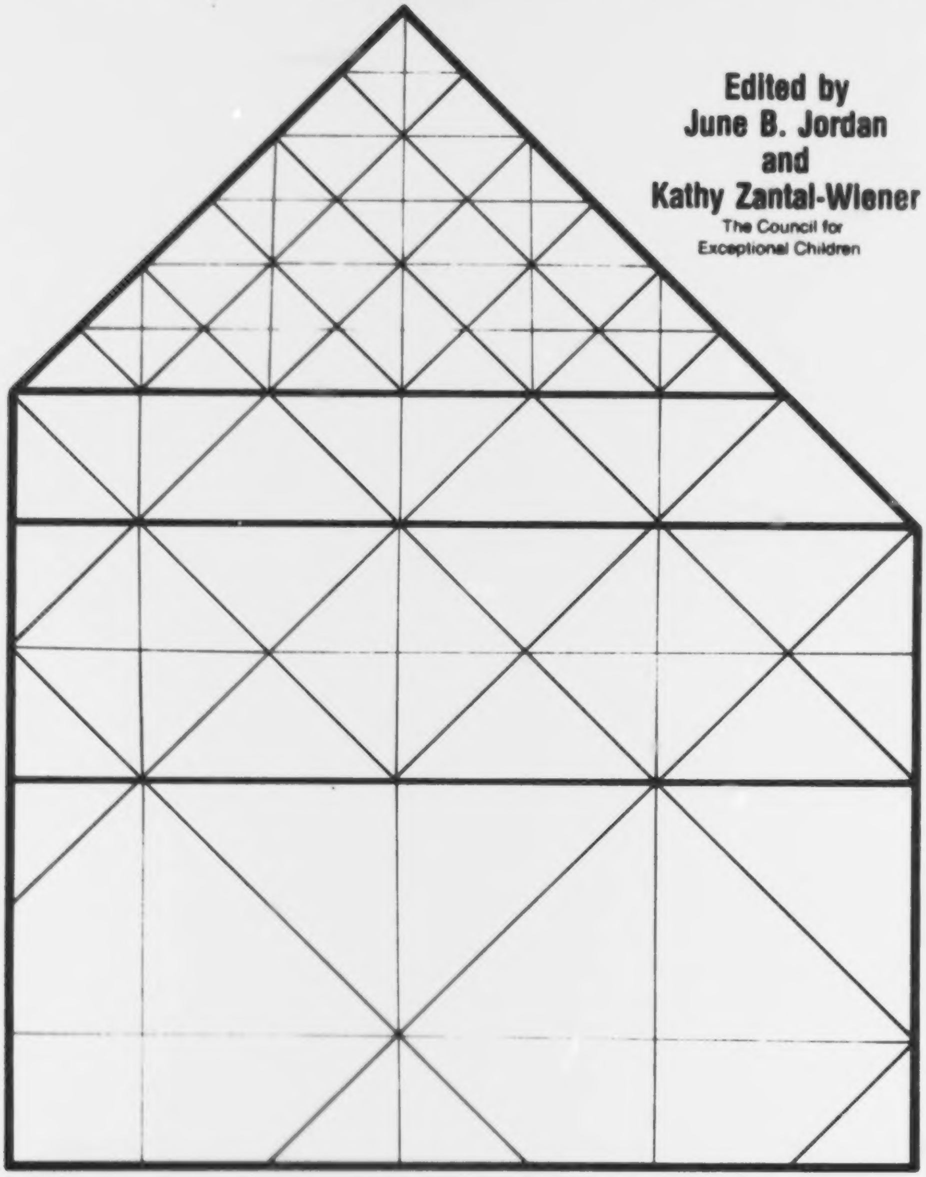

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Contents

List of Figures v

List of Tables vii

About This Yearbook xiii

Section I. General Information 1

- Federal Legislation 3
- Judicial Decisions 5
- Executive Summary of the Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, Volume 1987 8
- Funding Priorities 15
- NEA-CEC-AASA Statement on the Relationship Between Special Education and General Education 18
- Special Education in Canada 22

Section II. Early Childhood Special Education 23

- Handicapped Children in Head Start -- A Report 43

Section III. United States Statistics on Exceptional Children Served 55

Section IV. Annual Awards 119

- Special Education Annual Awards 121

Section V. Directory Information. 125

United States Congress Committees Related to the Handicapped. 127

Office of Special Education Programs. 142

The Council for Exceptional Children. 146

Headquarters Staff. 146
Executive Committee. 147
Divisions. 149
The Canadian Council for Exceptional Children. 173

United States State Directors of Special Education. 175

United States Coordinators of Programs for the Gifted and Talented. 182

Canadian Senior Government Officials in Special Education. 189

Organizations and Agencies Serving Exceptional Children and Adults. 191

List of Figures

Figure 1. Primary or Most Disabling Handicapping Condition of Handicapped Children Enrolled in Full Year Head Start, June 1985 53

Figure 2. Diagnostic Category of Handicapped Children Ages 3-5 Served Under P.L. 94-142 as Reported by State Education Agencies, December 1984 54

Figure 3. Organizational Chart -- Office of Special Education and Rehabilitative Services 142

Figure 4. Office of Special Education Programs 143

Figure 5. Office of Special Education Program Information 144

List of Tables

Table 1. State Certification of Special Education Personnel by Specialty Areas, 1986 21

Table 2. Summary of Early Childhood/Special Education Matrix -- Priority Service Areas. 25

Table 3. State EC/SE Status and State Participation in Networks. . .27

Table 4. Synopsis of States of Type of Federal Program Networks . . 41

Table 5. Types of Handicapping Conditions of Children Professionally Diagnosed as Handicapped 46

Table 6. Specific Handicapping Condition of Children Professionally Diagnosed as Speech Impaired 47

Table 7. Specific Handicapping Conditions of Children Professionally Diagnosed as Health Impaired 47

Table 8. Specific Handicapping Conditions of Children Professional Diagnosed as Physically Handicapped 48

Table 9. Specific Handicapping Conditions of Children Professionally Diagnosed as Specific Learning Disabled . . 48

Table 10. Distribution of Number of Multiply Handicapped Children by Primary or Most Disabling Handicap 49

Table 11. Three Year Comparison of Special Services Provided to Handicapped Children Enrolled in Full Year Reporting Head Start Programs 50

Table 12. Survey Results of Handicapping Children in Head Start by State (or Geographical Entity) Full Year 1984-1985 . . .51

Table 13. Programs for the Gifted and Talented--Data Based on a 1985 Survey 57

Table 14. Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B By Handicapping Condition. During School Year 1985-1986. 62

Table 15. Number of Children 3-21 Years Old Served Under EHA-B By Handicapping Condition. During School Year 1985-1986. 63

Table 16. Number of Children 3-5 Years Old Served Under EHA-B By Handicapping Condition. During School Year 1985-1986. 64

7

Table 17. Number of Children 6-11 Years Old Served Under
EHA-B By Handicapping Condition.
During School Year 1985-1986. 65

Table 18. Number of Children 12-17 Years Old Served Under
EHA-B By Handicapping Condition.
During School Year 1985-1986. 66

Table 19. Number of Children 18-21 Years Old Served Under
EHA-B By Handicapping Condition.
During School Year 1985-1986. 67

Table 20. Number of Children 0-20 Years Old Served Under
Chapter 1 of ECIA (SOP) By Handicapping Condition.
During School Year 1985-1986. 68

Table 21. Number and Change in Number of Children Served
Under Chapter 1 of ECIA (SOP) and EHA-B.
All Conditions. 69

Table 22. Number and Change in Number of Children Served
Under Chapter 1 of ECIA (SOP) and EHA-B.
Learning Disabled. 70

Table 23. Number and Change in Number of Children Served
Under Chapter 1 of ECIA (SOP) and EHA-B.
Speech Impaired. 71

Table 24. Number and Change in Number of Children Served
Under Chapter 1 of ECIA (SOP) and EHA-B.
Mentally Retarded. 72

Table 25. Number and Change in Number of Children
Served Under Chapter 1 of ECIA (SOP) and EHA-B.
Emotionally Disturbed. 73

Table 26. Number and Change in Number of Children
Served Under Chapter 1 of ECIA (SOP) and EHA-B.
Hard of Hearing & Deaf. 74

Table 27. Number and Change in Number of Children
Served Under Chapter 1 of ECIA (SOP) and EHA-B.
Multihandicapped. 75

Table 28. Number and Change in Number of Children
Served Under Chapter 1 of ECIA (SOP) and EHA-B.
Orthopedically Impaired. 76

Table 29. Number and Change in Number of Children
Served Under Chapter 1 of ECIA (SOP) and EHA-B.
Other Health Impaired. 77

8

Table 30. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Visually Handicapped. 78

Table 31. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Deaf-Blind. 79

Table 32. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. All Conditions. 80

Table 33. Percent of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. All Conditions. 81

Table 34. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Learning Disabled. 82

Table 35. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Speech Impaired. 83

Table 36. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Mentally Retarded 84

Table 37. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Emotionally Disburbed. . . .85

Table 38. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Hard of Hearing & Deaf. 86

Table 39. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Multihandicapped. 87

Table 40. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Orthopedically Impaired. 88

Table 41. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Other Health Impaired. 89

Table 42. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Visually Handicapped. .90

Table 43. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1984-1985. Deaf-Blind. 91

Table 44. Number of Special Education Teachers Employed and Needed for School Year 1984-1985. By Handicapping Condition. All Conditions; Learning Disabled; Speech Impaired; Mentally Retarded; Emotionally Disturbed; Hard of Hearing & Deaf; Multihandicapped; Orthopedically Impaired; Other Health Impaired; Visually Handicapped; Deaf-Blind. 92

Table 45. School Staff Other Than Special Education Teachers Employed and Needed to Serve Handicapped Children for School Year 1984-1985. All Staff; School Social Workers; Occupational Therapists; Recreational Therapists; Physical Therapists; Teacher Aides; Physical Education Teachers; Supervisors/Administrators; Other Non-Instructional Staff; Psychologists; Diagnostic Staff; Audiologists; Work-Study Coordinators; Vocational Education Teachers; Counselors; Supervisors/Administrators (SEA). 95

Table 46. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. All Conditions. 99

Table 47. Proportion of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. All Conditions. 100

Table 48. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Learning Disabled. 101

Table 49. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Speech Impaired. 102

Table 50. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Mentally Retarded. 103

Table 51. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Emotionally Disturbed. 104

Table 52. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Hard of Hearing & Deaf. 105

Table 53. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Multihandicapped. 106

Table 54. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Orthopedically Impaired. 107

Table 55. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Other Health Impaired. 108

Table 56. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Visually Handicapped. 109

Table 57. Number of Students 16 Years and Older Exiting the Educational System During the 1984-1985 School Year. By Reason for Exit. Deaf-Blind. 110

Table 58. Number of Anticipated Services Needed by Children 16 Years and Older Leaving the Educational System During the 1984-1985 School Year by Handicapping Condition. All Conditions. 111

Table 59. Proportion of Students 16 Years of Age and Older Exiting the Educational System in 1984-1985 Anticipated to Need Services in the 1985-1986 School Year by Handicapping Condition. 113

Table 60. Number of Children 3-21 Years Old in Need of Improved Services by Handicapping Condition. School Year 1984-1985. All Conditions. 115

Table 61. State Grant Awards Under EHA-B. Fiscal Years 1977 to 1987. 116

Table 62. Federal, State and Local Funds Expended for Special Education and Related Services for the 1982-1983 School Year. 118

About This Yearbook

This 1987 Special Education Yearbook is the second volume in an annual series issued by The Council for Exceptional Children. It serves as a current resource on special education information including federal policy actions; state policy; important reports; statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education.

Generally, the Yearbook covers reports issued during the period July 1, 1986 to June 30, 1987. Where possible, such as in the directory section, the information reported is as current as possible. Reports on key federal activities during the period July 1, 1986, through June 30, 1987, include actions enacted or pending, federal administrative actions, and judicial decisions. Specific statistical data on children served and number of personnel involved are reproduced from the Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act issued by the U.S. Department of Education, 1987. This Yearbook is organized into five main sections: (1) General Information, (2) Early Childhood Special Education, (3) U.S. Statistics on Exceptional Children Served, (4) Annual Awards, and (5) Directory Information.

The 1987 Yearbook builds on the 1986 volume and, wherever possible, the information has been updated. No new data were available on Canadian Special Education Programs; therefore, the statistical data reported in the 1986 Yearbook should be used.

Over a period of time, the Yearbook series should provide a picture of the state of the art and trends in the education of exceptional children and youth. The 1988 Yearbook will update the statistical data and include current reports and position statements on policy, needs, and future directions in the education of the handicapped and gifted. A section on current data from Canadian special education programs is planned for inclusion.

Members of the Yearbook Editorial Planning Committee were Earl Campbell, Area Superintendent, Board of Education, Scarborough, Ontario; James J. Gallagher, Kenan Professor of Education, University of North Carolina at Chapel Hill; Beverly H. Johns, Program Supervisor, Four Rivers Special Education District, Jacksonville, Illinois; June B. Jordan, Editor in Chief, The Council for Exceptional Children; Bruce A. Ramirez, Special Assistant for Ethnic and Multicultural Concerns, The Council for Exceptional Children; Jo Thomason, Special Education Consultant, Albuquerque, New Mexico; and Kathy Zantal-Wiener, Policy Researcher for Governmental Relations, The Council for Exceptional Children.

Section I. General Information

Federal Legislation

The following are summaries of legislation affecting the education of exceptional children and youth enacted during the period of July 1, 1986 through June 30, 1987.

P.L. 99-457 Education of the Handicapped Amendments of 1986

- Extends the rights and protections of P.L. 94-142 (EHA, Part B) to handicapped children ages 3 through 5 years in school year 1990-91.
- Revises the Preschool Incentive Grant program to reflect authorization of a dramatic increase in the federal fiscal contribution for children 3 through 5.
- Establishes a new state grant program for handicapped infants and toddlers (ages birth through two years) for the purpose of providing early intervention services for all eligible children as defined by the legislation.
- Strengthens interagency cooperation by stating that, while the state education agency is ultimately accountable, multiple agencies (health, welfare, other social service agencies, and education) are expected to pay for services; defines the financial responsibilities of each agency in the state plan; establishes procedures for resolving interagency disputes to include procedures under which local education agencies may initiate proceedings in order to secure reimbursement from other agencies; prohibits reduction in fiscal contributions under certain other federal programs (including Medicaid); expands nonsupplanting provisions to include noneducational resources.
- Improves programs and services for minority handicapped children and youth; requires that the annual report to the Congress in calendar year 1989 include special sections addressing the provision of a free appropriate public education in rural areas and to migrants, children and youth with limited English proficiency, American Indians, Native Hawaiians, and other native Pacific Basin children and youth; authorizes a minority research institute on language proficiency.
- Supports the unique needs of parents of handicapped children; emphasizes training and information needs of parents of handicapped children who are members of groups that have been traditionally underrepresented; establishes parent centers in unserved areas.
- Amends the authority for secondary education and transitional services to clarify that programs can serve not only handicapped youth currently in school, but also handicapped youth who recently left school; clarifies the concept of "transition" to denote services that are provided throughout a handicapped student's years in school.
- Amends the personnel training authority to provide that 65 percent of funds under this section must be directed to personnel development in the major categories of special education and the related service

disciplines; directs the Secretary to base grant determinations on the present and projected need for personnel stemming from identified shortages and also on the capacity of the particular institution or agency to train qualified personnel; expands grants to state education agencies to include institutions of higher education.

- Amends the research authority to place special emphasis on research respecting developmental scales as well as research concerning the coordination of special and regular education; cites the need for research focused on certain groups of handicapped children who are "at risk" of school dropout, delinquency, low-achievement, and vocational and interpersonal problems.

P.L. 99-372, Handicapped Children's Protection Act of 1986

- Amends Part B of the Education of the Handicapped Act to authorize the award of reasonable attorney's fees to parents of handicapped children who prevail in administrative hearings or in the court.

- Reaffirms, in light of the Smith v. Robinson U.S. Supreme Court decision, the viability of Section 504 of the Rehabilitation Act of 1973 and other federal statutes as legitimate vehicles for ensuring the rights of handicapped children requiring special education.

P.L. 99-371, Education of the Deaf Act

- Creates an ad hoc 12-member National Commission on Education of the Deaf to study the current status of the full range of deaf education programs offered throughout the country.

- Designates a liaison in the Office of Special Education and Rehabilitative Services, U.S. Department of Education, to provide information, support, and assistance to institutions serving deaf people.

- Renames Gallaudet College to Gallaudet University.

P.L. 99-506, Rehabilitation Act Amendments of 1986

- Reauthorizes the Rehabilitation Act programs through 1991.

- Authorizes grants to states to develop and expand supported employment services for severely disabled individuals.

- Designates rehabilitation engineering as a vocational rehabilitation service.

- Proposes a study of the needs of American Indians with handicaps.

- Increases the federal share of grants for vocational rehabilitation services to Indian tribes on federal or state reservations.

- Redesignates the National Institute of Handicapped Research as the National Institute on Disability and Rehabilitation Research (NIDRR).

Judicial Decisions

Listed below are summaries of noteworthy court decisions affecting special education issued (or in some instances settled) during the period July 1, 1986 - June 30, 1987. The case name is followed by abbreviations indicating the source of the decision, the date the decision was issued, and the Education for the Handicapped Law Report (EHLR) reference for those individuals using this publication.

Related Services

Detsel v. Ambach (ND, NY, 1986), EHLR 557:335. A federal district court ruled that "...A school district is not required by EHA to provide a severely physically disabled child with constant, in-school nursing care...The court held that where services required by such a student are complicated, require the skill of trained health professionals, are beyond the competence of a school nurse, and would subject school to excessive costs and burden, they are not "related services."

Discipline

Doe v. Maker (CA-9 1986), EHLR 557:353. The U.S. Court of Appeals for the Ninth Circuit incorporated the findings of S-1 v. Turlington and issued the most exhaustive ruling to date on the discipline of handicapped students. The major holdings are:

- EHA obligates state education agencies either to develop a policy on discipline or develop a procedure to monitor local education agency compliance with EHA.

- Handicapped children may not be expelled or excluded from school for any misbehavior that is handicap-related.

- Educational services for handicapped children may be totally stopped if the misbehavior is not handicap-related.

- Provided proper procedures are followed, a handicapped student may be suspended for as many as 20, and in special cases 30, consecutive days during a school year without violating EHA.

- An IEP team need not reconvene before enough time has passed to obtain the information necessary to consider a placement change proposed by a school district in response to student misconduct; the five days specified by the lower court is insufficient, particularly in view of the evaluation information required.

- If the IEP team is unable to agree on changes, school district personnel must make a decision; if parents disagree, they can request a due process hearing.

The state of California is appealing the case to the Supreme Court. Honig v. Doe (Docket No. 86-728) is scheduled to be heard by the court during the 1987-1988 term.

Behavior Research Institute, Inc. v. Leonard (Prob. & Fam. Ct. MA 1986), EHLR 557:402.

Least Restrictive Environment

Mark A. v Grant Wood Area Education Agency (CA-8, 1986) EHLR 557:412. The Supreme Court upheld an Eighth Circuit Court decision which rejected the view that the "mainstreaming" provisions of the Act are satisfied only if a handicapped child is educated in the same classroom with nonhandicapped children.

Definitions of Handicapped

A. W. v. Northwest R-1 School District (U.S. District Court, 1986-1987), EHLR 558:294. The court ruled that the LRE provisions of EHA do not require that Down's syndrome, severely retarded student be educated in local school district if the school district would have to employ certified teacher of the severely retarded in order to provide FAPE and if student would receive only minimal benefit from local placement. The court may also consider cost as a factor in its decision and whether the school district's hiring of certified teacher would directly reduce the educational benefits provided to other handicapped students by increasing the number of students taught at state school for severely handicapped.

Criswell v. State Department of Education (MD TN 1986); EHLR 558:156. A Tennessee Federal District Court Judge has ruled that the "permanent foster parents" of a multihandicapped child are "parents" under the EHA definition. Since they alone are authorized to make educational decisions on his behalf, the court held, the district "improperly and needlessly" appointed a surrogate parent for the child.

School Board of Nassau County, Florida v. Arlene (U.S. Supreme Court, 1986); EHLR 558:228. A person suffering from the contagious disease of tuberculosis can be a handicapped person within the meaning of Section 504 of the Rehabilitation Act of 1973. In so ruling, the Court substantially rejected the attempt by the U.S. Department of Justice to exclude from the protections of the statute persons testing positive for exposure to the AIDS virus.

The Supreme Court affirmed the decision of the U.S. Court of Appeals for the 11th Circuit which held that, since Congress did not indicate otherwise, chronic contagious diseases should be included within the definition of "handicap" under the statute.

Medical Funds

Commonwealth of Massachusetts v. Secretary of Health and Human Services (CA-1, 1987); EHLR 558:344. The U.S. Court of Appeals for the First Circuit has ruled that the Commonwealth of Massachusetts is entitled to reimbursement under Title XIX of the Social Security Act ("Medicaid") for certain services provided to persons residing in state-owned intermediate case facilities for the mentally retarded. The court held that the types of services provided by a local school agency to these mentally retarded individuals fall clearly within the category of health services explicitly covered by Medicaid. The court limited its consideration to the merits of the special education exclusion imposed by HHS, and did not rule on whether Massachusetts should have been reimbursed for the specific services at issue in the case.

Extracurricular

Rettig v. Kent City Ohio, School District (788F. 2nd 328, 1986), EHLR 557:308. The 6th circuit court said school districts do not necessarily have to provide handicapped children with an "equal opportunity" for participating in extracurricular activities even though P.L. 94-142 regulations require it.

The 6th Circuit said the "equal opportunity" working violates the U.S. Supreme Court's 1982 ruling in Hendrik Hudson v. Rowley (458 U.S. 176), which said P.L. 94-142 does not require districts to maximize a handicapped student's potential. Schools only must provide services that permit children to benefit from their special education, and the 6th Circuit found that the extracurricular activity requested in Rettig would not help the youth in that case.

Ninth Annual Report to Congress
on the Implementation of
The Education of the Handicapped Act, 1987

U.S. Department of Education

Executive Summary

This Ninth Annual Report to Congress examines the progress being made to implement the requirements mandated by the Education of the Handicapped Act (EHA), P.L. 94-142, and its subsequent amendments. The purposes of the Act, as stated in Section 601 (c), are

1. to assure that all handicapped children have available to them a free appropriate public education,
2. to assure that the rights of handicapped children and their parents are protected,
3. to assist States and localities to provide for the education of all handicapped children, and
4. to assess and assure the effectiveness of efforts to educate handicapped children.

This report provides a detailed description for the 1985-86 school year of the activities undertaken to implement the Act and an assessment of the impact and effectiveness of its requirements. The following sections provide brief summaries of the information presented in the body of this report.

Students Receiving a Free Appropriate Public Education

Number of Students Served

The States reported that 4,370,244 handicapped children received special education and related services under Chapter 1 of the Education Consolidation and Improvement Act - State Operated Programs (ECIA (SOP)) and EHA-B during school year 1985-86. Only about 7,000 more students were served in 1985-86 than had been served in 1984-85. This is the smallest annual increase in the number of handicapped children and youth receiving special education and related services since the enactment of P.L. 94-142. As a percentage of school enrollment, the number of handicapped children served decreased slightly between 1984-85 and 1985-86 from 11.19% to 10.97%; this was the first decrease in the proportion served since child count data have been collected from the States.

The proportion of children served by age group under EHA-B did not change markedly between 1984-85 and 1985-86. Children aged 6 through 11 represented 48% of students receiving special education and related services under EHA-B, students aged 12 through 17 represented 41%. The number of students aged three through five served represented 6.3% of students receiving special education and related services. The number of 18 to 21 year olds served under EHA-B has continued to increase at a greater rate than the overall 3 through 21 year old handicapped population. Between 1984-85 and 1985-86, the number of 18 to 21 year old students receiving special education and related services increased 2.2%, from 2.6% to 4.8%; the increase for the all students served under EHA-B was 0.2%. Children aged three to five represented about 6 percent of the students served, an increase of .6 percent.

In 1985-86, all States reported the number of children and youth served under EHA-B by individual age years. The number of children served increased steadily from age 3 to 8. The number served peaked at age 8 and slowly declined from there until age 14 when there was a slight increase. At age 15, the number of children served decreased rapidly as handicapped youth began to leave school.

When the proportion of students served under Chapter 1 of ECIA (SOP) and EHA-B is examined by handicapping condition, some changes are observed from the previous school year. Learning disabled children presently account for 42.8% of all children receiving special education and related services. The number of children reported as learning disabled grew only 1.8% over the last 2 years. The number of children reported as mentally retarded decreased by 4.4%; currently, mentally retarded children account for 15.7% of all handicapped children served. Emotionally disturbed children account for 8.6% of the students served; the number of children classified as emotionally disturbed increased 1.0% over the past 2 years.

Hard of hearing and deaf children account for 1.6% of the handicapped students served while visually handicapped and deaf-blind children each account for less than 1% of the population. The number of children categorized as hard of hearing and deaf, and the number of visually handicapped students each decreased by 4% from 1984-85 to 1985-86 while the number of deaf-blind children increased by 7.0% over the same period. Multihandicapped students constitute 2.1% of the students served; this was an increase of 25% in the number of children served over the number served in 1984-85.

Related Services Received

Information was reported by the States for the first time on the number of related services received by handicapped children during the 1984-85 school year. Nearly 5.8 million related services were provided to the 4.4 million handicapped children and youth who received special education and related services. Transportation was the most prevalent related service provided with over 1 million students receiving this service. Diagnostic services and psychological services were each provided to about three-fourths of a million students. The number of related services provided to

20

students varied depending on the severity of the handicapping condition. For example, an average of more than 10 related services was provided to each deaf-blind student while speech or language impaired children received an average of one related service for each child counted.

Least Restrictive Environment

During the 1984-85 school year, the majority of handicapped children received special education and related services in settings with nonhandicapped students. Nearly 27% received special education in regular classes, 42% received services in resource rooms, and nearly 24% were placed in separate classes within regular education buildings. Significant variation in placement patterns existed among the various handicapping conditions. For example, while most learning disabled and speech or language impaired students were served in regular classes or resource rooms, over 50% of mentally retarded students were placed in separate classes.

Personnel Employed and Needed

States reported that the number of special education teachers employed increased between 1983-84 and 1984-85. Adjusting for the differences in reporting requirements for these years, the number of special educators increased from 268,629 to 274,519, an increase of 2% compared with a 0.5% increase in the number of students served under Chapter 1 of ECIA (SOP) and EHA-B during the same period.

Categories of special educators that increased included teachers of the mentally retarded, learning disabled, emotionally disturbed, multihandicapped, speech impaired, hard of hearing and deaf, and other health impaired. Categories that decreased were teachers of the orthopedically impaired, the visually handicapped, and the deaf-blind.

States and Insular Areas reported that 22,852 additional teachers were needed to fill vacancies and replace uncertified staff. The categories of special education teachers reported by States as the most needed paralleled the relative prevalence of handicapping conditions. States reported that the greatest proportional increase needed was for teachers to serve learning disabled, mentally retarded, emotionally disturbed, and speech or language impaired students. These four categories accounted for 84% of all teachers needed and 93% of students served under Chapter 1 of ECIA (SOP) and EHA-B.

The number of personnel other than special educators employed in 1984-85 was 219,737. This represented an increase of 7% over the count reported in 1983-84. States reported an increase of 8,144 staff other than special educators was needed to fill vacancies and replace uncertified staff. In proportion to the number of personnel employed, physical therapists and occupational therapists were the most needed personnel, followed by SEA supervisors and administrators.

The Number of Handicapped Youth Who Exited

Data on handicapped students exiting from school was collected for the 1984-85 school year and is reported for the first time in this report. A total of 212,000 handicapped students 16 years and older were reported to have exited the educational system. Of this total, 39% graduated with a diploma, 15% graduated with a certificate of completion, 4% reached the maximum age for services, 21% dropped out, and 18% either left for other reasons or the reason for exit was unknown. Though significant variation existed among States, these data demonstrate that a large number of handicapped youth received diplomas. The dropout rate was significant particularly for the emotionally disturbed population who have a dropout rate of 29%.

Anticipated Services

Under the 1983 Amendments to EHA, OSEP is providing data to Congress for the first time on the services students exiting the educational system are anticipated to need in the following school year. Based on the responses from 50 States and Insular Areas, approximately 461,000 transitional services were anticipated to be needed in 1985-86. The largest number of services needed were vocational/training services followed by counseling/guidance and vocational placement services. The type of services anticipated to be needed differed greatly by handicapping condition. States reported 34,751 students needing no services.

Comparing these data with the data on the number of students exiting the educational system, about two services were found to be anticipated per student. Not unexpectedly, the learning disabled and speech impaired students needed the fewest services per pupil, about one per student. The deaf-blind and multihandicapped students were believed to need the most transitional services per pupil, 7 and 6, respectively. For all of the exiting students, about one-third were anticipated to need counseling and guidance, vocational/training services, and vocational placement. About one quarter were in need of evaluation for vocational rehabilitation services.

While these data were largely estimated by the States, they provide the first nationwide information concerning services that adult service agencies will need to provide to exiting students.

Services in Need of Improvement

The number of children and youth with handicaps needing improved services were reported for the 1984-85 school year by 51 States and Insular Areas. Almost 450,000 students were reported as needing improved services. Of the total number of students served under Chapter 1 of ECIA (SOP) and EHA-B in 1984-85, 12.3% were in need of improved services. Learning disabled and speech or language impaired students were least likely to need improved services while the severely handicapped were most in need of improved services. When the data on children needing improved services by age-group is compared to the EHA-B child count by age group, the 18 to 21 year old age group was most in need of improved services followed by the 3 to 5 year old age group.

The number of States indicating a need for various types of improved services were:

- instructional programs - 43 States;
- vocational education - 42 States;
- assessment - 34 States;
- instructional settings - 32 States;
- evaluation - 27 States; and
- physical education programs - 23 States.

The related services most frequently indicated as needing improvement included physical therapy (39 States), occupational therapy (37 States), psychological services (33 States), and parent/training (32 States).

Several areas of concern were evident in the descriptions provided by the States of the specific improvements needed for special education programs and services. These areas of improvement were personnel training and availability; preschool programs; transitional programs; programs for specific handicapping conditions; evaluation and assessment; rural special education; and interagency cooperation.

The Implementation of Key Provisions of the Act Assuring the Rights of Handicapped Children

The key provisions of EHA provided an unprecedented opportunity for parents and schools to join together in a partnership to plan, implement and evaluate educational programs for children with handicaps. Since the enactment of EHA there has been a steady expansion of parent and disability organizations and coalitions; these groups provide the knowledge, skills, and support necessary for parents to participate as full partners with schools in their children's education. National information networks have been established with Federal funding to support these efforts and to provide families and students with information on programs and services. As parents over the last 10 years have assumed their rights and opportunities under EHA-B, they have worked extensively to create effective partnerships with their children's schools. This experience has been characterized by significant variability in the willingness and capacity of schools and parents to cooperatively identify, address, and resolve the needs of children with handicaps. While the due process requirements of EHA have been implemented and provide a means for resolving disputes between schools and parents, unanticipated fiscal and personal costs have sometimes resulted. Consequently, State and local educational agencies have established supplementary opportunities such as mediation prior to due process hearings to enable schools and parents to resolve disputes in a less costly manner.

Assisting States and Local Agencies in Educating All Handicapped Children

Entitlement and Discretionary Monies

Federal, State and local use of entitlement and discretionary monies authorized under EHA have resulted in developing effective models and approaches for addressing the complex program and service needs associated with early intervention, preschool programs, integration of regular and special education services, and provision of transitional services. These advances have the potential for significantly improving current practice. The continuing challenge is to hasten the transfer of these models and approaches to teacher training and direct service programs.

Expenditures

The 1984-85 annual data reports included a data requirement, mandated by Section 618 of the EHA Amendments of 1983, that States report funds expended for special education and related services during school year 1982-83; these funds expended were to be all costs associated with providing special education and related services to handicapped children and youth that are above and beyond the costs of providing regular education programs to nonhandicapped students.

For 1982-83, the States and Insular Areas reported spending almost $12 billion on special education and related services. About 8.5% of these monies were attributed to Federal sources, about 54% to State sources and about 38% to local sources. Approximately 60% of the total was expended for special education programs; 40% was expended for related services. Per pupil expenditures for all children served under Chapter 1 of ECIA and EHA-B, ranged from $679 to $5,970. The average per pupil expenditure was $2,788.

Federal sources funded between 1.2% and 75% of total expenditures for special education and 2% to 66% for related services. According to data provided by 39 States, expenditures from State sources for special education ranged from 24% to about 88%, and expenditures for related services ranged from about 12% to 86%. Responses from these States indicated that expenditures from local sources for special education ranged between 4% and 66%; for related services, the range was from 4% to 79%.

Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children

Federal and State efforts to monitor compliance with statutes, regulations, and administrative policies governing the education of handicapped children are characterized by improvements in the precision and continuity of their procedures. Federal monitoring efforts have been strengthened by integrating a wider and more extensive base of State information for reviewing not only the substance but also the outcomes associated with specific policies. State educational agencies are continuing to expand their monitoring efforts to assure continuous oversight of Statewide implementation of EHA-B. This progression from intermittent to continuous monitoring is evidenced in the SEAs' increased use of information obtained from local applications, complaint management systems, due process hearings, annual data reports, on-site visits, and public comment for purposes of assessing and assuring compliance. While the State educational agencies continue to enhance the overall effectiveness of their monitoring procedures, the general supervision requirements persist as a significant challenge. Federal, State, and local efforts to assess the impact and effectiveness of programs and services provided to children with handicaps is evidenced in their program evaluation activities. These evaluation activities are increasingly drawing attention to school and pupil performance, and the findings are being utilized for both program improvement as well as better establish school and student accountability.

Funding Priorities

The following are summaries of annual funding priorities established by the office of Special Education Programs and Rehabilitative Services for fiscal year 1987.

Secondary and Transitional Programs and Rehabilitation

Federal Register, 52 (41), 6478-6479 (March 3, 1987)

- Models for cooperative planning and implementation of transitional services.
- Development, access and use of interpersonal contacts, relationships, and networks by handicapped youth.
- Models for providing secondary mainstreamed learning disabled and other mildly handicapped students with job-relation training.

Research in the Education of the Handicapped

Federal Register, 52 (46), 7386-7388 (March 10, 1987)

- Field initiated research projects.
- Student initiated research projects.
- Research implementation and demonstration. Translate validated research findings into new or improved approaches for educating school aged handicapped children.
- Educating mildly handicapped students in general education classrooms. Study the effect of modified classroom instruction and management practices on mildly handicapped.
- Research for educating seriously emotionally disturbed students.
- Synthesis, validation, and dissemination of research methods for mainstreamed mildly handicapped students.
- Extant data base projects.
- Home and school cooperation in social and motivational development for handicapped students in elementary schools.
- Impact of effective school reforms on handicapped children in general education classes.
- Research on special education and related service personnel shortages.

Handicapped Special Studies Program

Federal Register, 52 (51), 8421-8423 (March 17, 1986)

- Start agency/federal evaluation studies project to assess the impact and effectiveness of programs assisted under the Education of the Handicapped Act.

Program for Severely Handicapped Children

Federal Register, 52 (61), 10346-10349 (March 31, 1987)

- Education of severely handicapped children and youth in the least restrictive environment.
- Statewide system changes for delivery of special education and related services from segregated environments to integrated environments.
- Inservice training for professionals and paraprofessionals in educational, vocational, health and social service and other related service fields.
- Nondirected demonstration and research projects for severely handicapped children and youth.
- Model projects for the most severely handicapped children and youth.
- Communication skills development for deaf-blind and youth.
- Transition skills development for deaf-blind and other severely multisensory impaired youth.
- Supported employment for deaf-blind youth.
- Nondirected demonstration and research projects for deaf-blind children and youth.

Educational Media Research, Production, Distribution, Training and Technology, Educational Media, and Materials

Federal Register, 52 (66), 11157-11159 (April 7, 1987)

- Closed-captioned real-time news.
- Closed-captioned national television programming.
- Closed-captioned local news programs.
- Compensatory technology applications.
- Improving technology software.
- Instructional technology research.

Handicapped Children's Early Education Program

Federal Register, 52 (92), 18178-18180 (May 13, 1987)

- Community involvement demonstrations to deliver effective and comprehensive services to handicapped children from birth to 5 years of age and their families.
- Severely handicapped infant (birth - 2) demonstration programs with emphasis on home care models.
- Inservice training programs that focus on training qualified personnel (pediatricians, neonatal care givers, public health personnel) who provide services to children identified as handicapped or who are at risk for becoming handicapped.
- Research on the most effective methods and materials for promoting children's progress in early childhood programs.

Training Personnel for the Education of the Handicapped

Federal Register, 51 (134), 25388-25391 (July 14, 1986)

- Preparation of leadership personnel.
- Special projects to develop and demonstrate new approaches for the special education and regular education preservice and inservice training.
- Preparation of related service personnel.
- Preparation of personnel to provide special education and related services to newborn and infant handicapped children.
- Preparation of personnel to work in rural areas.
- Preparation of personnel for minority handicapped children.
- State education agency programs to establish and maintain programs with institutions of higher education for preservice and service training of personnel.
- Preparation of personnel for the transition of handicapped youth to adult and working life.
- Preservice preparation of personnel for careers in special education with an emphasis on personnel trained in speech, language, and hearing impairments and adaptive physical education.

NEA-CEC-AASA Statement on the Relationship Between Special Education and General Education

May 13, 1987

The National Education Association (NEA), The Council for Exceptional Children (CEC), and The American Association of School Administrators (AASA) recognize and commend the significant growth and improvement that has occurred over the past decade in the provision of special education and related services to exceptional children as a result of the efforts of educators and other advocates. Past school practices of excluding some exceptional students from educational opportunity have been all but eliminated. Most exceptional students now have available, protected by law, a free appropriate public education guaranteeing them the special education and related services they need. The age ranges of exceptional children served have expanded with increasing focus on interventions in the very earliest years to education programs extending through age 21. Further, we are pleased with the growing collaborative efforts on the part of general educators and special educators which have led to increasing integration, where appropriate, of exceptional children with other children.

We are, however, concerned about trends and events which we believe to be regressive to the continued improvement of efforts to meet the special educational needs of exceptional children. Recent educational reform movements have focused on increased performance standards for students and changes in the ways professional educators are trained and evaluated. While many of these reforms are having a positive impact on education as a whole, they are often insensitive to the needs of students for whom the standard curriculum and approaches to learning may not be appropriate. Similarly, some recent efforts to reform the professional preparation of educators have not taken into consideration the need for highly qualified special educators. We are also concerned that limited educational resources are constraining educational alternatives and the quality of education for all students, and we are particularly concerned that limited special education resources are resulting in increased class sizes and case loads, reduced related services, referral backlogs, and strained relationships between educators and educators and parents. Finally, we are concerned about a growing insensitivity on the part of some public officials and advocates to the unique learning needs of exceptional children, the fundamental right for placement decisions to be based on the individual needs of each exceptional child, and the capability of all schools and educators to meet the educational needs of exceptional children.

Because of our longstanding commitment to ensuring all exceptional children a quality, free appropriate public education and our concern over recent movements that may be counterproductive to this goal, we urge the members of our organizations and other advocates to increase their advocacy on behalf of exceptional children in accordance with the following principles.

The National Education Association, The Council for Exceptional Children, and The American Association of School Administrators believe that:

1. The strength of our education system is in its diversity -- diversity of students, professionals, and learning environments. Exceptional students, be they handicapped or gifted and talented, are one group of diverse learners both in terms of what they need to learn and how they can best learn. Special educators are the educational professionals qualified to provide specially designed instruction to exceptional children who require such instruction, and special education programs are an integral part of the necessary diverse education provided to children.

2. Some children with exceptionalities can benefit from the instruction provided by general education, but many exceptional children are not able to benefit from some or all of such instruction because of their unique learning styles or because they require a differentiated curriculum.

3. Decisions about the appropriate education for an exceptional child must be individually determined; conducted in a manner that protects the rights of the child and the persons who work with the child; considerate of the child's educational needs, of home, school and community relationships, and of personal preferences; and made with the active involvement of the varied professionals, including teachers, who have knowledge about the needs of the child and the educational environment in which the child might be placed.

4. The professional and legal principle of least restrictive environment, within the context of individual decision making, assures each exceptional child access to a full continuum of quality special education alternatives. Each child must have the alternatives which are most educationally appropriate to his or her needs.

5. Efforts on the part of professionals, parents, consumers, and other advocates over the past several decades have led to greater integration of exceptional children on school campuses. We call for continued efforts in this regard to the degree that they are consistent with the individual educational needs of the exceptional child, the educational needs of the other children with whom the child will be educated, and the ability of the professionals involved to provide the education all of the children require.

6. The critical components of ensuring exceptional children the quality education they require are an adequate supply of qualified special education and related services personnel; the appropriate conditions under which to practice; sufficient instructional resources; and adequate federal, state, and local funding. Recognizing the unique role the federal government plays in this regard, we call upon the federal government to focus its resources on supporting the training of special education and related services personnel who meet state and professionally recognized standards; conducting research and development activities leading to the availability of improved technology, media, and materials that can be used effectively by

special education and related services personnel; and increasing its financial obligations to the support of special education services.

7. Since many exceptional children will receive some of their education from non-special education professionals, we urge professional preparation programs, states, and school districts to provide such personnel with increased learning opportunities to improve their knowledge and understanding of exceptionality so they can facilitate the participation of exceptional children in their classrooms and work as a team with special educators.

8. Collaborative efforts among special educators, other members of the educational system, and various public and private agencies can help improve and expand the services available to exceptional children and, we hope, improve and expand the services available to all children. We encourage the further development of collaborative efforts that appropriately and effectively utilize professional and other resources at the local level.

As of July 7, 1987, the above statement has also been endorsed by the following organizations:

National Association of Elementary School Principals
National Easter Seal Society
National Association of Private Schools for Exceptional Children
Council for American Private Education
Association for Education and Rehabilitation of the Blind and Visually Impaired
National Association of Pupil Personnel Administrators

Table 1
State Certification of Special Education Personnel by Specialty Area, 1986

	Cat	Gen	ED/BD	LD	EH	MR	PH	D/B	HI	VI	SH/DD	OH	Aut	Sp	EC	Elem	Sec	Res (Gen)	Consult	PE	G/T	Temp
Alabama	X		X	X	X	X																
Alaska		X	X	X		X	X		X	X	X							X				X
Arizona	X																					X
Arkansas		X	X						X	X	X			X								X
California	X									X										X		X
Colorado	X																					X
Connecticut		X						X	X	X				X								
Delaware	X		X	X		X	X		X	X			X	X	X						X	X
Florida	X																					X
Georgia	X		X	X	X	X	X	X	X	X				X								
Hawaii		X							X	X												X
Idaho		X	X				X		X	X	X											
Illinois	X																					X
Indiana	X		X	X	X	X			X		X			X	X				X	X	X	X
Iowa	X		X	X		X	X		X	X	X			X	X	X	X		X			X
Kansas	X																					X
Kentucky		X	X	X	X				X	X	X	X		X								X
Louisiana		X			X				X	X	X			X	X						X	X
Maine	X		X	X		X			X	X				X							X	
Maryland		X							X	X	X				X	X	X					X
Massachusetts		X			X				X	X	X			X	X				X			X
Michigan	X		X	X	X	X	X		X	X		X	X	X	X	X	X					X
Minnesota	X														X							
Mississippi	X																	X				X
Missouri	X		X	X		X			X	X	X	X		X	X							X
Montana		X		X							X											X
Nebraska		X	X	X					X	X	X			X	X	X	X					X
Nevada	X			X		X								X	X	X		X				X
New Hampshire	X																		X			X
New Jersey		X							X	X												X
New Mexico	X																	X			X	X
New York		X																				X
North Carolina	X		X	X		X			X	X	X			X				X			X	X
North Dakota	X													X	X							X
Ohio	X				X	X	X		X	X	X	X		X		X	X			X		X
Oklahoma	X																					X
Oregon	X					X		X	X		X		X									X
Pennsylvania	X		X	X	X	X	X	X	X	X	X	X	X	X	X							X
Rhode Island		X					X	X	X	X				X			X	X	X	X		X
South Carolina	X																					X
South Dakota		X									X			X								X
Tennessee		X							X	X				X								X
Texas		X								X	X		X									X
Utah		X	X	X		X			X	X				X				X				X
Vermont		X									X			X				X	X			X
Virginia	X			X		X								X								
Washington		X			X						X				X							X
West Virginia	X		X	X		X	X		X	X	X		X	X	X					X	X	X
Wisconsin	X		X	X		X	X		X	X	X			X	X	X	X			X		X
Wyoming		X																				X
Guam		X																				X
Puerto Rico	X																					X
BIA								VARIES ACCORDING TO STATE														
Dist. of Columbia		X							X	X				X								X
N. Marianas		X																				X
American Samoa		X																				X
Virgin Islands		X												X								
TOTAL	30	26	18	19	10	18	11	5	28	28	22	5	6	28	16	7	7	8	6	6	7	48

Key

Cat	Categorical
Gen	Generic
ED/BD	Emotionally disturbed/ behaviorally disordered
LD	Learning disabled
EH	Emotionally handicapped
MR	Mentally retarded
PH	Physically handicapped
D/B	Deaf/blind
HI	Hearing impaired/deaf
VI	Visually impaired/blind
SH/DD	Severely handicapped/ developmentally disabled
OH	Orthopedically handicapped
Aut	Autism
Sp	Speech
EC	Early Childhood
Elem	Elementary
Sec	Secondary
Res (Gen)	Resource room teacher (generic)
Consult	Consulting teacher/specialist
PE	Physical Education
G/T	Gifted and talented
Temp	Temporary

Source: Personnel to Educate the Handicapped in America: A Status Report. Institute for the Study of Exceptional Children and Youth. University of Maryland, College Park, 1986.

Special Education in Canada

Earl Campbell
Scarborough, Ontario Board of Education

In Canada, the responsibility for education has been delegated to the ten provincial and two territorial governments. There is no national or federal office of education. Unlike education in the United States, all funds for educational programs and services come under the jurisdiction of provincial and territorial governments.

Each province and territory has developed unique legislation to provide programs and services for handicapped and gifted children and youth. Many provinces have mandatory legislation for special education wherein provinces/territories must provide appropriate programs and services for exceptional persons. Some provinces have a permissive approach to special education that allows boards of education to provide special education where deemed appropriate, philosophically and economically.

Each province and territory in Canada has a senior government official responsible for the coordination of special education services in that jurisdiction. (See pp. 189). In addition, the Ministers of Education from across Canada meet regularly through The Council of Ministers of Education. This is the only official forum of national concern in Canadian education. Although each of the provincial and territorial Ministries of Education is autonomous, information is shared regarding curriculum development and implementation and approaches used to provide special education and support services.

Through The Council for Exceptional Children, some provinces/territories have established a Minister's Advisory Council on Special Education and/or a Governmental Relations Committee consisting of staff of the Ministry's Special Education Branch and appointed members of the provincial federation of CEC.

33

Section II. Early Childhood Special Education

Table 2

Summary of Early Childhood/Special Education Matrix
Priority Services Areas

STATES	MANDATED SVCS.						PERMISSIVE SVCS.						GUIDELINES STANDARDS REGS. ETC.		INTERAGENCY AGREEMENTS		TEACHER CERT.	
	0	1	2	3	4	5	0	1	2	3	4	5	Yes	No	Yes	No	Yes	No
Alabama												X	X			X	X	
Alaska				X	X	X	X	X	X				X			X		X
American Samoa	X	X	X	X	X	X								X		X		X
Arizona						X								X	X		X	
Arkansas						X	X*	X*	X*	X*	X*		X		X		X	
California						X				X	X		X		X			X
Colorado						X	X	X	X	X	X		X			X		X
Connecticut				X	X	X	X	X	X					X	X		X	
Delaware	X*	X*	X*	X*	X*	X*								X	X			X
Dis. of Columbia				X	X	X								X	X			X
Florida						X	X	X	X	X	X			X	X			X
Georgia							X	X	X	X	X	X	X		X		X	
Guam	X	X	X	X	X	X								X		X		X
Hawaii				X	X	X	X	X	X				X		X		X	
Idaho	X*	X*	X*	X*	X*	X								X	X			X
Illinois				X	X	X	X	X	X					X	X		X	
Indiana										X	X	X		X		X		X
Iowa	X	X	X	X	X	X							X			X		X
Kansas						X	X	X	X	X	X		X		X			X
Kentucky												X		X		X		X
Louisiana				X	X	X	X	X	X				X		X		X	
Maine						X				X	X			X		X		X
Maryland	X	X	X	X	X	X								X	X		X	
Massachusetts				X	X	X	X	X	X				X			X		X
Michigan	X	X	X	X	X	X							X		X		X	
Minnesota					X	X	X	X	X	X			X			X	X	

*See specific state for clarification.

Table 2 (continued)

STATES	MANDATED SVCS.						PERMISSIVE SVCS.						GUIDELINES STANDARDS REGS. ETC.		INTERAGENCY AGREEMENTS		TEACHER CERT.	
	0	1	2	3	4	5	0	1	2	3	4	5	Yes	No	Yes	No	Yes	No
Mississippi										X	X	X		X		X		X
Missouri						X				X	X							
Montana							X	X	X	X	X	X		X		X		X
Nebraska	X	X	X	X	X	X							X		X		X	
Nevada						X	X*	X*	X*	X*	X*		X		X			X
New Hampshire				X	X	X								X	X			X
New Jersey	X	X	X	X	X	X							X			X		X
New Mexico						X		X	X	X	X							
New York							X	X	X	X	X	X		X	X			X
North Carolina						X	X	X	X	X	X		X		X			X
North Dakota				X	X	X	X	X	X				X			X	X	
N. Mariana Is.														X	X			X
Ohio						X				X	X		X		X			X
Oklahoma	X*	X*	X*	X*			X	X	X	X			X		X			X
Oregon	X	X	X	X	X	X								X		X		X
Pacific Islands														X	X			X
Pennsylvania					X*	X				X				X		X		X
Puerto Rico						X				X	X		X		X			X
Rhode Island				X	X	X							X			X		X
South Carolina					X*	X	X	X	X	X				X		X		X
South Dakota	X	X	X	X	X	X								X	X			X
Tennessee					X	X								X		X		X
Texas	X*	X*	X*				X	X	X					X		X		X
Utah						X				X	X			X		X	X	
Vermont													X		X		X	
Virgin Islands						X				X	X							
Virginia			X	X	X	X	X	X					X		X		X	
Washington				X	X	X	X	X	X				X		X			X
West Virginia						X				X	X		X			X	X	
Wisconsin				X	X	X	X	X	X				X		X		X	
Wyoming	X*	X*	X*	X*	X*	X*								X		X		X

*See specific state for clarification.

Source: Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1987.

Table 3

State EC/SE Status and State Participation in Networks

EC/SE DIMENSION	Alabama (a, e, i)*	Alaska (a, e, i)	Arizona (a, e, g)	Arkansas (e)	California (a, d, e, f)
Legislation:					
Mandated	6-21	3-19	5-21	5-21	3-21
Permissive	5	B-2	-	no DB 0-5	0-3 (partial mandate)
Statewide Plan	no	yes	no	no	no
Statewide Planning Advisory Group	no	no	yes	no	yes
Statewide Needs Assessment	yes	yes (partial)	yes	no	yes
Early Childhood TA In-service Training	yes materials: no	yes materials: no	yes materials: no	no	yes materials: yes
Early Childhood Teacher Certification	yes	no	no	no	no
Interagency Agreements	no	developing	no	no	6
Early Childhood Guidelines	no	no	yes	no	yes
Early Childhood Rules/ Regulations	no	yes	no	no	as apply to all handi. children
Statewide Tracking System	developing	no	no	no	no
Distribution of Resource Materials	no	yes	no	no	yes
Efficacy Data	no	no	yes (limited)	no	yes

Table 3 (continued)

EC/SE DIMENSION	Colorado (a, d, e, f)	Connecticut (a, c, d, e)	Delaware (a, d, e, i)	D.C. (a, d, e)	Florida (a, b, d, e, g)
Legislation: Mandated Permissive	5-21 B-5	3-21 B-3	B-2–D,B,DB, Autistic 3–OH,SMH,TMH 4-5–other no. permis.	Bd of Ed Rules 3-21 years	K-grade 12 B-K
Statewide Plan	no	yes	no	no	no
Statewide Planning Advisory Group	yes	yes	yes	no	no
Statewide Needs Assessment	no	yes	yes	no	no
Early Childhood TA/ In-service Training	yes materials: no	yes materials: yes	yes materials: no	yes	yes materials: yes
Early Childhood Teacher Certification	yes	developing	yes	yes	no
Interagency Agreements	5	2	1	yes	3
Early Childhood Guidelines	yes	yes	no	no	no
Early Childhood Rules/ Regulations	no	yes	yes	no	no
Statewide Tracking System	no	no	yes	no	yes
Distribution of Resource Materials	no	yes	no	yes	yes
Efficacy Data	yes	no	no	no	no

Table 3 (continued)

EC/SE DIMENSION	Georgia (a, e, h, i)	Hawaii (a, b, c, d e, h, i)	Idaho (a, e, i)	Illinois (a, e, h, i)	Indiana (a, e, i)
Legislation:					
Mandated	6-18	3-20	6-21	3-21	6-18
Permissive	0-5	under 3 (Dept. of Health)	kindergarten optional	B-3	3-5
Statewide Plan	no	yes	yes	no	no
Statewide Planning Advisory Group	no	yes	no	yes	yes
Statewide Needs Assessment	no	yes	yes	no	yes
Early Childhood TA/ In-service Training	yes materials: no	yes materials: yes	yes materials: no	upon request	yes materials: no
Early Childhood Teacher Certification	yes	yes: under revision	no	yes	no
Interagency Agreements	2	6	4	no	no
Early Childhood Guidelines	no in process	yes	no	no	no
Early Childhood Rules/ Regulations	no in process	yes	no	yes in-state	yes
Statewide Tracking System	no	yes	yes	no	no
Distribution of Resource Materials	no	yes	yes	no	yes
Efficacy Data	no	developing	no	no	no

Table 3 (continued)

EC/SE DIMENSION	Iowa (a, b, c, d, e, f)	Kansas (a, b, e, h, i)	Kentucky (e, i)	Louisiana (a, c, d, e, i)	Maine (a, b, d, e, g, i)
Legislation:					
Mandated	B-21	5-21	6-18	3-5	5-20
Permissive	-	B-4	5	B-2	3-5
Statewide Plan	yes	yes	no	no	yes
Statewide Planning Advisory Group	yes	yes	no	no	yes
Statewide Needs Assessment	yes	yes	no	no	yes
Early Childhood TA/ In-service Training	yes materials: yes	yes materials: yes	yes materials: yes	yes materials: yes	yes materials: in process
Early Childhood Teacher Certification	yes	yes	no	yes	no
Interagency Agreements	1	17	2	3	no (only informal)
Early Childhood Guidelines	yes	yes	no	no	in process
Early Childhood Rules/ Regulations	yes	yes	no	yes	yes
Statewide Tracking System	yes	developing	no	no	developing
Distribution of Resource Materials	yes	yes	yes	yes	yes
Efficacy Data	no	developing	in process	no	completed

Table 3 (continued)

EC/SE DIMENSION	Maryland (a, b, d, e)	Massachusetts (a, b, e)	Michigan (e)	Minnesota (a, d, e, h)	Mississippi (e, i)
Legislation:					
Mandated	B-20	3-21	B-26	4-5	6-21
Permissive	-	0-3	-	B-3	0-5
Statewide Plan	yes	yes	yes	no	no
Statewide Planning Advisory Group	yes	yes	yes	yes	yes
Statewide Needs Assessment	yes	yes	yes	no	yes
Early Childhood TA/ In-service Training	yes materials: yes	yes materials: yes	yes materials: no	yes	yes materials: no
Early Childhood Teacher Certification	yes	yes	yes	yes	no
Interagency Agreements	3	1	1	yes	yes
Early Childhood Guidelines	no	no	no	no	no
Early Childhood Rules/ Regulations	no	yes	yes	yes	yes
Statewide Tracking System	yes	no	no	no	no
Distribution of Resources Materials	yes	yes	yes	no	no
Efficacy Data	no	developing	no	no	no

Table 3 (continued)

EC/SE DIMENSION	Missouri (a, d, e, f)	Montana (a, e, h)	Nebraska (a, e, i)	Nevada (a, e)	New Hampshire (a, e)
Legislation:					
Mandated	5	6-18	8-21	5-21	3-21
Permissive	3-4	B-5	-	B-5 & HI 3 for MR	-
Statewide Plan	no	yes	yes	yes	no
Statewide Planning Advisory Group	yes	yes	no	yes	yes
Statewide Needs Assessment	yes	no (developing)	yes	yes	yes
Early Childhood TA/ In-service Training	yes	yes	yes materials: yes	yes materials: yes	yes materials: no
Early Childhood Teacher Certification	yes	no	yes	yes	no developing
Interagency Agreements	no	4	2	1	1
Early Childhood Guidelines	yes	no	no	yes	developing
Early Childhood Rules/ Regulations	yes	no	yes	as apply to all handi.	as apply to all handi. 3-21
Statewide Tracking System	no	no	yes	no	yes
Distribution of Resource Materials	no	yes	yes	yes	developing
Efficacy Data	no	no	no	no	no

Table 3 (continued)

EC/SE DIMENSION	New Jersey (a, b, d e, f, i)	New Mexico (d, e)	New York (a, b, d, e, i)	North Carolina (a, b, e)	North Dakota (a, e)
Legislation:					
Mandated	B-5	5-21 (phase-in 3-4 DD by 1988)	5-21	5-21	3-5 (DD/DHS)
Permissive	-	1-4	B-5	B-4	B-2
Statewide Plan	yes	yes	yes	no	yes
Statewide Planning Advisory Group	no	yes	yes	yes	yes
Statewide Needs Assessment	no	no (in process)	yes	for 3-4 only	yes
Early Childhood TA/ In-service Training	yes materials: yes	no	yes materials: yes	yes materials: yes	yes materials: no
Early Childhood Teacher Certification	no proposed	no	no	no	yes
Interagency Agreements	3	2	4+	1	2
Early Childhood Guidelines	yes	no under another agency	yes	yes	yes
Early Childhood Rules/ Regulations	yes	no under another agency	no	as apply to all handi. children	yes
Statewide Tracking System	no	no	no	no	no
Distribution of Resource Materials	no	no	yes	yes	no
Efficacy Data	no	no	no	yes	no

Table 3 (continued)

EC/SE DIMENSION	Ohio (a, b, d, e, i)	Oklahoma (a, e, g, i)	Oregon (b, c, d, e)	Pennsylvania (a, e, i)	Rhode Island (a, e)
Legislation:					
Mandated	5-21	B-3–DB, Failing to Thrive & 4-21	B-21 (severe chronic DD for 0-5)	3-5	3-5
Permissive	3-4	B-3		0-5	-
Statewide Plan	yes	no	no	no	no
Statewide Planning Advisory Group	yes	yes	no	yes	no
Statewide Needs Assessment	yes	no (in process)	no (in process)	no	no (in process)
Early Childhood TA/ In-service Training	yes materials: yes	yes materials: no	no	yes	yes materials: no
Early Childhood Teacher Certification	no	no	no	no	yes
Interagency Agreements	3	1	4	2	no
Early Childhood Guidelines	no	no	yes	yes	no
Early Childhood Rules/ Regulations	as apply to all handi. children	yes	yes	limited-yes	yes
Statewide Tracking System	yes	no	no	yes	yes
Distribution of Resource Materials	yes	no	no	yes	no
Efficacy Data	in process	no	no	no	no

Table 3 (continued)

EC/SE DIMENSION	South Carolina (d, e, f, g)	South Dakota (a, e)	Tennessee (a, e, i)	Texas (b, d, e)	Utah (b, c, d, e)
Legislation:					
Mandated	4-VI & HI	B-5	4-21	B-2-VI,HI,DB	5-21
Permissive	5-18			3-21	
	B-4	-	-	B-2	3-5
Statewide Plan	yes	no	no	yes	no
Statewide Planning Advisory Group	yes	yes	yes	yes	yes
Statewide Needs Assessment	yes	no	yes	no	no (in process)
Early Childhood TA/ In-service Training	yes materials: no	yes materials: yes	no	yes materials: yes	yes materials: yes
Early Childhood Teacher Certification	no	no	no	yes	no
Interagency Agreements	4	4	no	no	yes
Early Childhood Guidelines	no	yes	no	yes	no
Early Childhood Rules/ Regulations	yes	yes	no	yes	no
Statewide Tracking System	no	no	no	yes	developing
Distribution of Resource Materials	yes	no	yes	no	some
Efficacy Data	no	no	no	yes	no

Table 3 (continued)

EC/SE DIMENSION	Vermont (a, e, i)	Virginia (a, e)	Washington (a, b, e)	West Virginia (a, e)	Wisconsin (a, e, i)
Legislation:					
Mandated	6-22	2-5	3-5	5-23 (phase in 3-4 sev. handi. by 1987)	3-5
Permissive	0-5	B-2	B-3	3-4 (permissive for mild/moderate)	B-2
Statewide Plan	no	yes	yes	no	yes
Statewide Planning Advisory Group	no	no	yes	yes	yes
Statewide Needs Assessment	no	no (in process)	yes	no	yes
Early Childhood TA/ In-service Training	no	yes materials: yes	yes materials: yes	yes materials: yes	yes materials: yes
Early Childhood Teacher Certification	yes	yes	no	yes undergraduate	yes
Interagency Agreements	3	2	2	2 (county level)	2
Early Childhood Guidelines	yes	yes	yes	no	no
Early Childhood Rules/ Regulations	yes	yes	yes revising	yes	yes
Statewide Tracking System	no	no	no	no	no
Distribution of Resource Materials	no	no	yes	no	yes
Efficacy Data	no	no	yes	no	developing

Table 3 (continued)

EC/SE DIMENSION	Wyoming (a, e)	Bureau of Indian Affairs	Guam (e)	Puerto Rico (a)
Legislation:				
Mandated	B-5-H & SS	5-21	B-21	5
Permissive	school age-21	3-4		3-4
Statewide Plan	no	no	no	no
Statewide Planning Advisory Group	yes	yes	no	yes
Statewide Needs Assessment	yes	yes	no	no
Early Childhood T/A In-service Training	no	yes materials: no	no	yes
Early Childhood Teacher Certification	no	no	developing	no
Interagency Agreements	1	yes	4	5
Early Childhood Guidelines	no	no	developing	no
Early Childhood Rules/ Regulations	no	developing	developing	yes
Statewide Tracking System	no	no	yes	yes
Distribution of Resource Materials	no	yes	yes	yes
Efficacy Data	no	no	yes	no

Table 3 (continued)

EC/SE DIMENSION	Trust Territories of the Pacific (e)	Virgin Islands (a, e)	American Samoa (a, e)	Northern Mariana Islands (e)
Legislation:				
Mandated	Under 21	5	B-21	3-21
Permissive	-	3-5	-	B-3
Statewide Plan	yes	no	no	no
Statewide Planning Advisory Group	yes	yes	no	no
Statewide Needs Assessment	no	no (in process)	no (in process)	no (in process)
Early Childhood TA/ In-service Training	yes	yes	yes	no
Early Childhood Teacher Certification	no	no	no	no
Interagency Agreements	7-9	yes	1	5
Early Childhood Guidelines	no	no	no	no
Early Childhood Rules/ Regulations	no	no	no	no
Statewide Tracking System	no	yes	no	no
Distribution of Resource Materials	no	no	no	no
Efficacy Data	limited	no	no	no

Table 3 (continued)

*Letter notations about state participation in networks:

a	States formerly having U.S. Department of Education Handicapped Children's Early Education program (HCEEP) State implementation Grant (SIG) projects
b	States with U.S. Department of Health and Human Services and Maternal and Child Health (MCH) 0-3 Projects and National Center for Clinical Infant Programs (NCCIP)
c	States formerly a part of MCH/BEH's "Six State Collaborative Projects"
d	States with MCH and Georgetown University "Network" projects
e	States with U.S. Department of Education HCEEP State Plan Grants
f	States formerly having American Academy of Pediatrics (AAP) and National Association of State Directors of Special Education (NASDSE) interagency projects
g	States with U.S. Department of Health and Human Services demonstration projects concerning integrated service delivery systems
h	States with U.S. Department of Education Plan Grants concerning severely handicapped
i	States with National Institute of Mental Health (NIMH) grants for Child and Adolescent Service System Programs (CASSP)

I. Abbreviations Used in the Matrix

B - birth
D - deaf
DB - deaf-blind
DD - developmental disabilities
OH - orthopedically impaired
DHS - department of health services
H - health
HI - hearing impaired
K - kindergarten
MR - mentally retarded
SMH - severely mentally handicapped
SS - social services
TMH - trainable mentally handicapped
VI - vision impaired

Table 3 (continued)

II. Descriptions about EC/SE Dimensions

A. Legislation -- state laws passed to address the early childhood/special education needs of young handicapped children

1. Mandated -- state must serve children of the ages (in years) and handicapping conditions specified

2. Permissive -- states may (if they choose to do so) serve children younger than the required school age

B. Statewide Plan -- state has a plan for the provision of early childhood special education services

C. Statewide Planning/Advisory Group -- state has a group or task force composed of professionals, parents, and others to deal with concerns and plans for EC/SE services

D. Statewide Needs Assessment -- state has conducted and compiled information about EC/SE services provided or available

E. Early Childhood TA/In-service Training -- state provides technical assistance and training to professionals and others

F. Early Childhood Teacher Certification -- state certificate (permanent or provisional endorsement or credential) ensures that a teacher is qualified to work with young handicapped children

G. Interagency Agreements -- state has developed formal and informal agreements with other agencies (e.g., health, social services, Head Start) that relate to services to young handicapped children

H. Early Childhood Guidelines -- state has written guidelines which suggest or recommend sound EC/SE practices

I. Early Childhood Rules/Regulations -- state has written standards that specify or require minimum ground rules for EC/SE that must be followed

J. Statewide Tracking System -- state has a system for tracking or following individual children through EC/SE services

K. Distribution of Resource Materials -- state has both printed and audiovisual EC/SE materials available to share with others

L. Efficacy Data -- state has sponsored a study about the effectiveness of EC/SE services

Table 4

SYNOPSIS OF STATES OF TYPE OF FEDERAL PROGRAM NETWORKS

States formerly having U.S. Department of Education HCEEP State implementation Grant (SIG) projects (44):

Alabama
Alaska
Arizona
California
Colorado
Connecticut
Delaware
D.C.
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New York
North Carolina
North Dakota
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Dakota
Tennessee
Virginia
Washington
West Virginia
Wisconsin
Wyoming
Puerto Rico
Virgin Islands
American Samoa

States with U.S. Department of Health and Human Services (HHS) and Maternal and Child Health (MCH) 0-3 Projects with NCCIP (15):

Florida
Hawaii
Iowa
Kansas
Maine
Maryland
Massachusetts
New Jersey
New York
North Carolina
Ohio
Oregon
Texas
Utah
Washington

States formerly a part of MCH/BEH's "Six State Collaborative and Interagency Projects" (6):

Connecticut
Iowa
Oregon
Hawaii
Louisiana
Utah

States with MCH and Georgetown University "Network" for interagency collaboration projects (21):

California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Hawaii
Iowa
Louisiana
Maine
Maryland
Minnesota
Missouri
New Jersey
New Mexico
New York
Ohio
Oregon
South Carolina
Texas
Utah

States with U.S. Department of Education HCEEP State Plan Grants as of October 1, 1985 (56):

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
D.C.
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming
Guam
Trust Territories of the Pacific
Virgin Islands
American Samoa
Northern Mariana Islands

States formerly having American Academy of Pediatrics and NASDSE interagency projects (6):

California
Iowa
New Jersey
Colorado
Missouri
South Carolina

Table 4 (continued)

States with HHS demonstration projects concerning integrated service delivery systems for human services (5):

Arizona
Florida
Maine
Oklahoma
South Carolina

States formerly having or with State Plan Grants concerning severely handicapped (13):

Alaska
Arizona
Colorado
Connecticut
Georgia
Hawaii
Illinois
Kansas
Minnesota
Montana
Texas
Utah
Vermont

States having Child and Adolescent Service System Programs (22):

Alabama
Alaska
Delaware
Georgia
Hawaii
Idaho
Illinois
Indiana
Kansas
Kentucky
Louisiana
Maine
Mississippi
Nebraska
New Jersey
New York
Ohio
Oklahoma
Pennsylvania
Tennessee
Vermont
Wisconsin

All states and territories participate in Preschool Incentive Grant Program (Section 619) except the following:

Trust Territories of the Pacific
Northern Mariana Islands

Source: Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1987.

Handicapped Children in Head Start - A Report

Excerpts from the Thirteenth Annual Report
of the U.S. Department of Health and Human Services
to the Congress

From the Foreword by HHS Secretary Otis R. Bowen

Since its inception, Head Start has provided comprehensive developmental services to low income preschool children and their families. The program seeks to foster the development of children and enable them to deal more effectively with both their present environment and later responsibilities in school and communities. Head Start programs emphasize education, social services, medical, dental, nutrition, mental health services, and parent involvement to enable each child to develop to his or her highest potential.

Since 1972, Head Start has mounted a major effort to serve handicapped children. The number of handicapped children enrolled in Head Start has risen steadily since the data were first reported from 22,807 in 1973 to 61,898 handicapped children in 1985. In 1985, 98.3% of all Head Start programs had enrolled at least one handicapped child. These children received a full range of child development services in addition to special education or related services in accordance with their special needs. These special services were provided through the Head Start program, through outside agencies or through a combination of both.

Overview of Head Start Policies on Services to Handicapped Children

Section 640(d) of the Head Start Act (42 U.S.C. 9835[d]) requires "that for fiscal year 1982 and thereafter no less than 10 percent of the total number of enrollment opportunities in Head Start programs in each State shall be available for handicapped children and that services shall be provided to meet their special needs." The data presented here reflect Head Start efforts to respond to this legislative mandate.

In addition, the Head Start Act specifies the definition of handicapped children provided in paragraph (1) of section 602 of P.L. 91-230, the Education of the Handicapped Act, as amended, (20 U.S.C. 1401[1]). That Act defines the term handicapped children as "mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children or children with specific learning disabilities who by reason thereof require special education and related services." Handicapped children must meet the eligibility requirements for Head Start programs. Eligibility refers to the ages of the participating children (between three years and the age of compulsory school attendance) and family income (at least 90% of the children must be from low income families, including families receiving public assistance).

In response to the Congressional mandate to strengthen Head Start efforts on behalf of handicapped children, the Head Start Bureau, located in the Administration for Children, Youth and Families (ACYF) in the Department's Office of Human Development Services, has given priority to assisting local Head Start efforts to identify, recruit, and serve handicapped children. These efforts are consistent with Head Start's philosophy of responding to the unique needs and potential of each child and his or her family.

Number of Handicapped Children Enrolled

It has been estimated that there are 255,300 Head Start eligible handicapped children of preschool age (3-5) in the United States. Although Head Start cannot meet the needs of all these handicapped children, it is making a notable contribution. A Head Start experience is particularly valuable for those handicapped children who can benefit from a comprehensive developmental experience in a mainstream setting, one that integrates handicapped and nonhandicapped children. The number of handicapped children enrolled in Head Start has increased since the data were first reported in 1973. In November-December 1973, Head Start programs were serving 22,807 handicapped children or 10.1% of their enrollment. As of June 1985, Head Start programs reported that they had served 61,898 handicapped children or 12.2% of their enrollment during the 1984-1985 program year. Since 1973, the proportion of handicapped children served has ranged from 10.1% to 13.4% of Head Start enrollment. All but a small fraction of these children are being mainstreamed.

Highlights are:

- There were 61,898 handicapped children served in Head Start programs in 1985. This represents an increase of 2,563 children over the 59,335 handicapped children served in 1984. Children professionally diagnosed as handicapped accounted for 12.2% of total actual enrollment in Head Start programs, a slight decrease from the 12.5% in 1984.
- In 49 of the 50 States, the District of Columbia, and Puerto Rico, children professionally diagnosed as handicapped accounted for at least 10% of Head Start enrollment.
- American Indian and Migrant Programs also surpassed the 10% enrollment target.

Head Start has exceeded the 10% enrollment level nationally with a 12.2% enrollment of handicapped children in program year 1984-1985. Only Alaska, with a 9.9% enrollment of handicapped children, fell short of the 10% enrollment target.

In addition, the following territories were below the 10% enrollment level: Guam, 9.9%; Trust Territories of the Pacific Islands, 6.3%; Virgin Islands, 5.3%; and American Samoa, with no reported handicapped children. (Table 10 provides enrollment data for each State and territory, and Indian and Migrant programs.) Both Guam and the Trust Territories of the Pacific Islands reflected some increase, showing progress toward the 10 percent level.

In the case of the one State and the territories that have less than 10 percent handicapped enrollment, efforts continue to increase the enrollment of handicapped children. The ACYF Regional Offices are working with the Head Start programs in these areas to identify the reasons for the level of enrollment of handicapped children and to devise specific strategies, such as increasing coordination of resources, for expanding enrollment of handicapped children. Progress toward increasing enrollment in these areas will be reported in next year's Annual Report.

Approximately 98.3% of the full year Head Start programs served at least one handicapped child. Head Start programs operated centers with 24,123 classes; 79.1% of these classes served at least one handicapped child during the 1984-1985 program year.

There were 4,548 handicapped children served in the home-based option, a program which uses the home as the central facility and focuses on the parents as the primary factor in the child's development. These children represent 7.4% of all handicapped children in Head Start. The vast majority, 87.8% of these children (3,992), attended a group experience at least once a month.

Of the 61,898 handicapped children served by Head Start programs, 25.4% were 3 years of age or under, 59.8% were 4 years old, 14% were 5 years old, and about 0.9% were 6 years or older. (Head Start children 6 years of age or older are in communities where the children go directly from Head Start into first grade, predominantly in the southeastern States.) Data on age of handicapped children enrolled in home-based and center-based options indicate that those in the home-based option are slightly younger as a group; 39.6% of the home-based children are 3 years old or younger, while only 24.3% of the center-based children are 3 years old or younger.

Data were collected on the dropout rate for handicapped children for the second time on the 1984-1985 PIR. Of the total number of handicapped children served in Head Start during the 1984-1985 operating year, 5,182 or 8.4% dropped out during the operating period. This is a substantially lower proportion than reflected for all children enrolled in Head Start in 1984-1985 where 15.6% of the total actual enrollment dropped out during the operating period. Further, of the total number of children who dropped out, 6.5% were handicapped children; this is also substantially lower than the proportion of handicapped children of the total actual enrollment (12.2%).

Types of Handicapped Children Enrolled

Head Start programs have enrolled children with a wide range of handicapping conditions. Ninety-six and nine-tenths percent of the programs enrolled at least one child who was speech impaired; 66.4% of the programs enrolled at least one child whose primary handicapping condition was health impairment; for physical handicap, the proportion was 61.3%; mental retardation, 46.8%; specific learning disability, 46.4%; serious emotional disturbance, 44.2%; hearing impairment, 36.7%; visual impairment, 34.5%; deafness, 6.9%; and blindness, 5.4%.

The types of handicapping conditions of those children professionally diagnosed as handicapped are presented in Figure 1 and Table 3 as a proportion of the total population of handicapped children in Head Start programs in 1985. Of the handicapped children enrolled in Head Start, 61.9% have been diagnosed as speech impaired. This is by far the largest category of handicapped children served in Head Start programs. The size of this category has been of concern. The State Education Agencies report an even higher proportion of speech impaired children in the preschool age range which they are serving under P.L. 94-142 (see Figures 1 and 2). In addition, Head Start requires that all children be professionally diagnosed and a previously completed study on the speech impaired has determined that most of the children categorized as speech impaired in Head Start had been appropriately diagnosed. Thus, the proportion of speech impaired children served by Head Start is consistent with the proportion of preschool children in the larger population served under P.L. 94-142 by the public schools.

Table 5

Types of Handicapping Conditions of Children
Professionally Diagnosed as Handicapped

Handicapping Condition	Number	Percent of Total Number of Children Professionally Diagnosed as Handicapped
Speech Impairment	38,329	61.9
Health Impairment	6,862	11.1
Specific Learning Disability	3,839	6.2
Physical Handicap (Orthopedic)	3,318	5.4
Mental Retardation	3,296	5.3
Serious Emotional Disturbance	2,993	4.8
Hearing Impairment	1,683	2.7
Visual Impairment	1,307	2.1
Deafness	156	0.3
Blindness	115	0.2
TOTAL	61,898	100.0

Table 6

Specific Handicapping Condition of Children Professionally Diagnosed as Speech Impaired
(38,229 speech impaired children enrolled)

Specific Conditions	Percent of Total
Expressive or Receptive Language Disorders	52.7
Severe Articulation Difficulties	40.3
Severe Stuttering	2.2
Voice Disorders	1.4
Cleft Palate, Cleft Lip	1.2
Other Speech Disorders	2.2
TOTAL	100.0

Table 7

Specific Handicapping Conditions of Children Professionally Diagnosed as Health Impaired
(6,862 health impaired children enrolled)

Specific Conditions	Percent of Total
Respiratory Disorders	17.6
Epilepsy/Convulsive Disorders	16.6
Blood Disorders (e.g., Sickle Cell Disease, Hemophilia, Leukemia)	10.7
Severe Allergies	9.5
Heart/Cardiac Disorders	8.4
Neurological Disorders	7.3
Diabetes	1.8
Autism	1.5
Other Health Disorders	26.6
TOTAL	100.0

Table 8

Specific Handicapping Conditions of Children Professionally Diagnosed as Physically Handicapped (Orthopedically Handicapped)

(3,318 physically handicapped children enrolled)

Specific Conditions	Percent of Total
Cerebral Palsy	31.6
Congenital Anomalies	15.3
Deformed Limb	10.9
Bone Defect	8.9
Spina Bifida	7.6
Oro/Facial Malformation	3.4
Absence of Limb	3.2
Severe Scoliosis	1.1
Arthritis	1.9
Other	16.1
TOTAL	100.0

Table 9

Specific Handicapping Conditions of Children Professionally Diagnosed as Specific Learning Disabled

(3,839 specific learning disabled children enrolled)

Specific Conditions	Percent of Total
Motor Handicaps	29.6
Sequencing and Memory	20.0
Perceptual Handicap	16.4
Hyperkinetic Behavior	13.8
Minimal Brain Dysfunction	6.2
Developmental Aphasia	3.2
Dyslexia	0.8
Other	10.0
TOTAL	100.0

Table 10

Distribution of Number of Multiply Handicapped Children by Primary or Most Disabling Handicap

Primary Handicapping Condition	Number of Children Reported	Number of Children With One or More Other Handicapping Conditions	Percent of Children Who Have One or More Other Conditions
Deafness	156	107	68.6
Mental Retardation	3,296	2,232	67.7
Hearing Impairment	1,683	809	48.1
Specific Learning Disability	3,839	1,468	38.2
Physical Handicap	3,318	1,242	37.4
Blindness	115	42	36.5
Serious Emotional Disturbance	2,993	815	27.2
Visual Impairment	1,307	311	23.8
Health Impairment	6,862	1,460	21.3
Speech Impairment	38,329	2,717	7.1
TOTAL	61,898	11,203	18.1

Table 11

Three Year Comparison of Special Services Provided to Handicapped Children Enrolled in Full Year Reporting Head Start Programs

Services Provided	1983	1984	1985
Total number of children who are receiving special education or related services from Head Start staff	51,697	55,416	58,250
Total number of children who are receiving special services from other agencies	36,664	38,280	42,016
Total number of parents receiving special services from Head Start related to their child's handicap	39,217	43,756	43,583

Source: The Status of Handicapped Children in Head Start Programs. Thirteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start. U.S. Department of Health and Human Service, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, Washington, D.C. 1986.

Table 12

Survey Results of Handicapped Children in Head Start by State* (or Geographical Entity)

Full Year 1984-1985

State (or Geographical Entity)	Number of Grantees and Delegate Agencies Responding	Total Number of Children Enrolled**	Number of Children Professionally Diagnosed as Handicapped Through End of Operating Year***	Percent of Enrollment Professionally Diagnosed as Handicapped Through End of Operating Year
Alabama	40	11,923	1,213	10.17
Alaska	3	805	80	9.94
Arizona	18	3,780	429	11.35
Arkansas	21	6,770	853	12.60
California	142	42,102	4,420	10.50
Colorado	22	5,465	693	12.68
Connecticut	28	5,019	619	12.33
Delaware	5	1,056	158	14.96
District of Columbia	6	2,218	262	11.81
Florida	39	13,963	1,628	11.66
Georgia	40	11,490	1,378	11.99
Hawaii	4	1,418	174	12.27
Idaho	8	1,462	289	19.77
Illinois	76	25,714	2,811	10.93
Indiana	39	7,821	1,099	14.00
Iowa	22	4,243	653	15.39
Kansas	22	3,854	632	16.40
Kentucky	50	11,964	1,345	11.24
Louisiana	42	11,217	1,250	11.14
Maine	13	1,952	357	18.29
Maryland	26	6,044	819	13.55
Massachusetts	33	8,834	1,405	15.90
Michigan	86	22,417	2,495	11.13
Minnesota	27	5,713	701	12.23
Mississippi	22	30,293	3,291	10.86
Missouri	22	9,916	1,705	17.19
Montana	9	1,312	176	13.41
Nebraska	14	2,201	397	18.04
Nevada	4	670	85	12.69
New Hampshire	6	829	118	14.23
New Jersey	35	11,147	1,294	11.61
New Mexico	25	4,406	447	10.15
New York	152	30,553	3,485	11.41
North Carolina	45	11,802	1,539	13.04
North Dakota	9	747	116	15.53

Table 12 (continued)

Ohio	75	24,172	3,397	14.05
Oklahoma	26	8,575	1,268	14.79
Oregon	20	3,296	532	16.14
Pennsylvania	65	18,167	2,905	15.99
Rhode Island	8	1,562	214	13.70
South Carolina	18	7,041	821	11.66
South Dakota	7	1,225	149	12.16
Tennessee	25	9,285	1,266	13.63
Texas	88	24,739	2,765	11.18
Utah	12	2,277	302	13.26
Vermont	6	908	129	14.21
Virginia	36	6,135	830	13.53
Washington	28	4,861	776	15.96
West Virginia	27	4,397	714	16.24
Wisconsin	38	7,484	945	12.63
Wyoming	5	819	107	13.06
American Samoa	1	1,800	0	0.00
Guam	1	424	42	9.91
Puerto Rico	32	18,648	2,062	11.06
Trust Territories of the Pacific Islands****	6	2,637	165	6.26
Virgin Islands	1	1,193	63	5.28
State Subtotal	1,680	470,783	57,868	12.29
Indian Programs	103	16,548	1,907	11.52
Migrant Programs	65	20,584	2,123	10.31
Total	1,848	507,915	61,898	12.19

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* State data exclude Mirgant and Indian Programs.

** These enrollment data reflect total actual enrollment, as obtained from item 12 Blh of the Project Head Start 1984-1985 Annual Program Information Report (PIR).

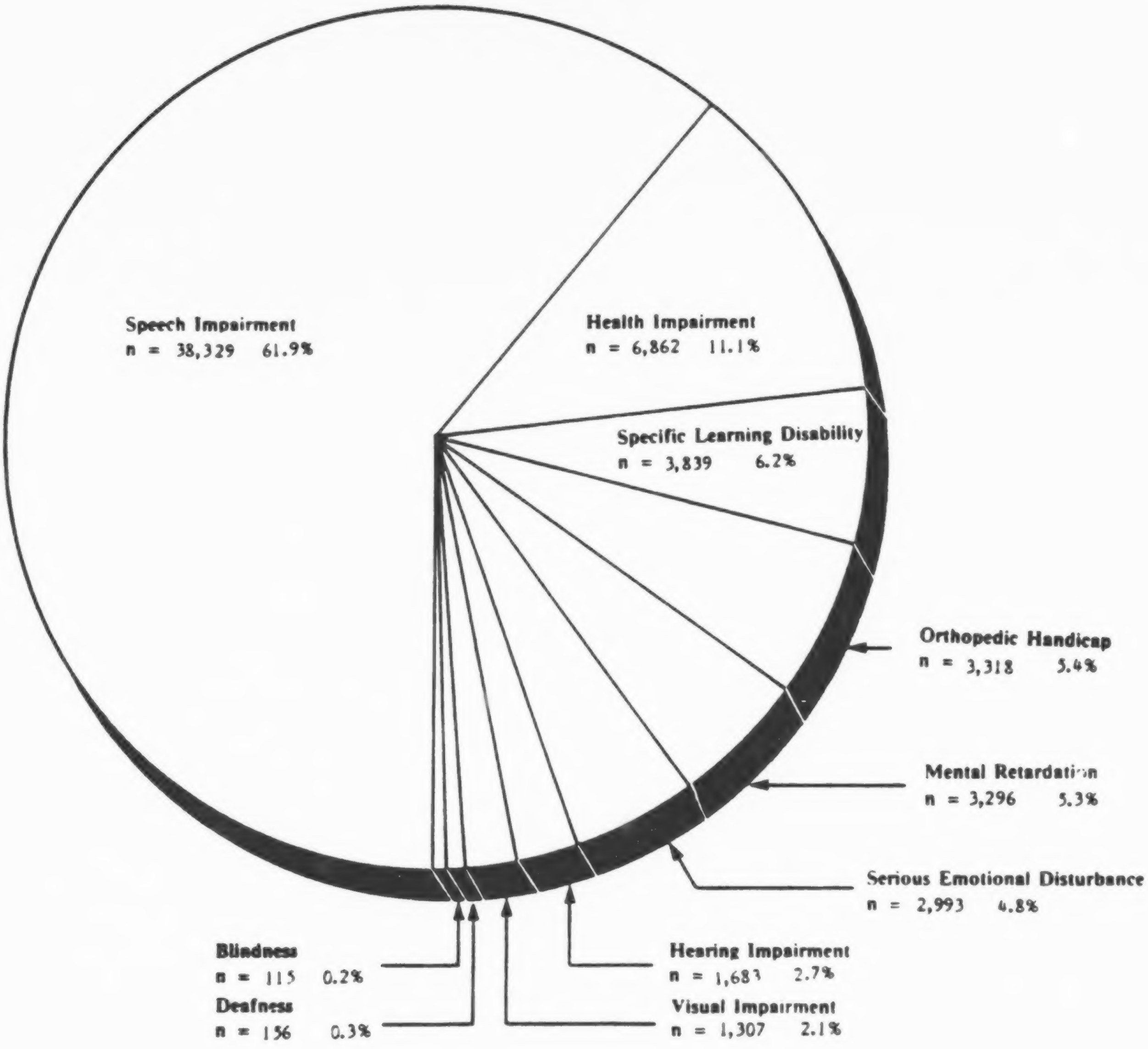
*** The data on the Head Start Handicapped Efforts were obtained as part of the PIR and were collected as of June 30, 1985 or the end of the operating year.

**** Include Head Start programs in the Commonwealth of Northern Mariana Islands, Marshall Islands, Palau, Ponape, Truk, and Yap.

Source: The Status of Handicapped Children in Head Start Programs. Thirteenth Annual Report of the U. S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start. U. S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, Washington, D.C., 1986.

FIGURE 1

Primary or Most Disabling Handicapping Condition of Handicapped Children Enrolled in Full Year Head Start
June 1985



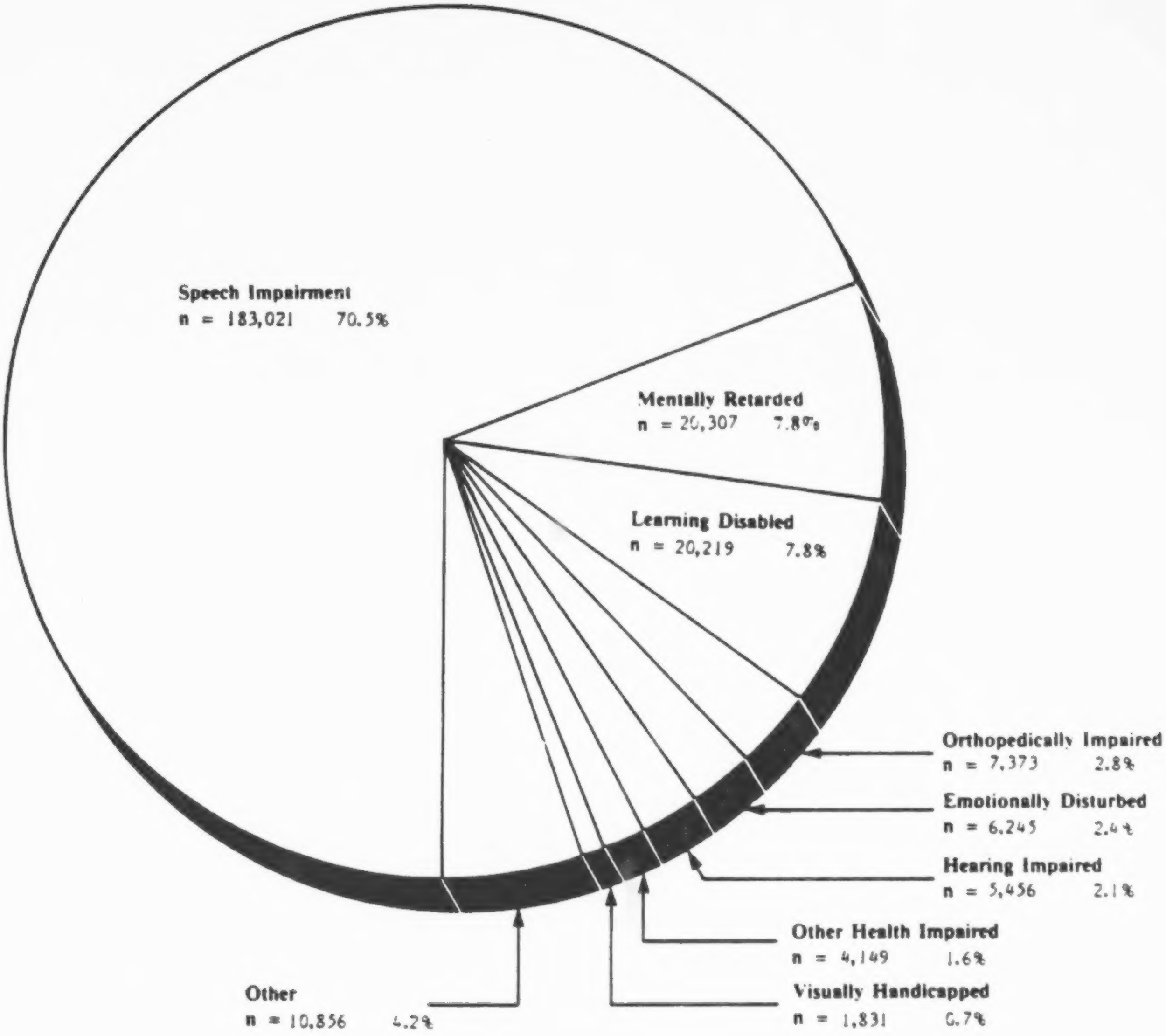
(Total Number 61,898)

73

FIGURE 2

Diagnostic Category of Handicapped Children Ages 3-5 Served Under P.L. 94-142 as Reported by State Education Agencies

December 1984



(Total Number 259,483

Source: Data from the Office of Special Education, U.S. Department of Education. The data were reported by State Education Agencies as Child Count figures for 3-5 year old children served.

Note: The Visually Handicapped category includes blind children. Hearing Impaired includes deaf children; and Other includes deaf-blind and multiple handicapped children.

Section III. United States Statistics on Exceptional Children Served

Table 13

Programs for the Gifted and Talented - Data Based on a 1985 Survey

	Number of LEAs	Number With G/T Programs	Number of Students	Local and State Dollars Spent	Average Cost Per Child
Alabama	130	106			
Alaska	55	45	3,058		
Arizona	224	224	15,795		
Arkansas	341	33	5,368	State only $6,000,000	
California	1,029	428		$20,000,000	$84.00
Colorado	117	60		$200,000	
Connecticut	160	153	18,000	$12,000,000	$448.00
Delaware	19	19	3,200	$1,272,000	$400.00
District of Columbia	64	24	5,000	$500,385	
Florida	67	67	45,123	$50,722,613	

Table 13 (continued)

	Number of LEAs	Number With G/T Programs	Number of Students	Local and State Dollars Spent	Average Cost Per Child
Georgia	186	186	40,085	$21,300,000	
Hawaii	7	7	16,727	$2,180,476	$16.76
Idaho	116	50			
Illinois	998	805	109,182	State $6,287,600	
Indiana					
Iowa	436	187	7,000	$7,000,000	$845.00
Kansas	76	76	11,231	$9,862,000	$878.00
Kentucky	178	178	25,000	$10,000,000	
Louisiana	66	54	13,921	$950,000	
Maine	142	71	5,000	$2,363,186	
Maryland	24	24	59,630	$700,000	
Massachusetts	325	131	32,000	$70,000	

Table 13 (continued)

	Number of LEAs	Number With G/T Programs	Number of Students	Local and State Dollars Spent	Average Cost Per Child
Michigan	568	496		$5,930,000	
Minnesota	434	407	53,628	$3,097,384	$57.21
Mississippi	154	121	12,700	$8,500,000	
Missouri	343	178	14,500	$10,000,000	$666.00
Montana	553	105	2,500	$100,000	
Nebraska	984	151	14,063	$1,594,602	
Nevada	17	8		$1,173,900	
New Hampshire					
New Jersey	611	99%	993,274	$200,000	
New Mexico					
New York	732	732	103,000	$9,700,000	
North Carolina	141	140	64,857	$17,668,000	

Table 13 (continued)

	Number of LEAs	Number With G/T Programs	Number of Students	Local and State Dollars Spent	Average Cost Per Child
North Dakota					
Ohio	615	400	30,000	$14,900,000	
Oklahoma	613	613	33,385	$3,000,000	$233.00
Oregon	306	120			
Pennsylvania	502	460	74,071		
Rhode Island	40	29		$1,700,000	
South Carolina	92	92		$9,500,000	$401.00
South Dakota	194	194	3,316	$1,445,000	$435.24
Tennessee	141	141	10,000±	$8,000,000	
Texas	1,068	400		$6,900,000	
Utah	40	31	4,000	$580,000	$122.00
Vermont	400	80	1,200		

Table 13 (continued)

	Number of LEAs	Number With G/T Programs	Number of Students	Local and State Dollars Spent	Average Cost Per Child
Virginia	139	139	74,194	$22,212,547	
Washington	298	264	7,200	$2,500,000	$336.00
West Virginia	55	55	8,000	$8,000,000±	
Wisconsin	432				$3,600.00
Wyoming	49	35	2,200	$472,243	$194.00±

Source: The State of the State's Gifted and Talented Education. The Council of State Directors of Programs for the Gifted. Prepared by Patricia O'Connell, Maine Department of Educational and Cultural Services, Augusta.

Table 14

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	91,107	27,751	19,992	33,638	5,903	1,140	1,011	508	652	469	43
ALASKA	11,895	6,938	3,197	690	328	190	268	155	83	44	2
ARIZONA	51,805	26,866	11,461	5,572	4,332	1,025	1,003	550	584	412	0
ARKANSAS	47,322	21,875	9,205	13,703	494	603	570	349	248	265	10
CALIFORNIA	378,888	211,948	95,572	27,119	9,612	7,347	5,162	6,964	12,544	2,440	180
COLORADO	47,953	21,569	8,136	4,445	8,479	893	3,055	971	0	318	87
CONNECTICUT	65,426	29,690	13,278	5,266	13,446	847	1,007	329	1,021	531	11
DELAWARE	15,322	7,623	1,883	1,703	3,020	289	211	361	54	141	37
DISTRICT OF COLUMBIA	7,069	3,044	1,526	1,385	792	42	62	65	96	26	31
FLORIDA	172,821	64,436	54,190	26,587	20,326	1,802	117	2,227	2,305	801	30
GEORGIA	93,295	23,237	21,596	18,078	15,224	927	12,898	501	291	513	30
HAWAII	11,947	6,992	2,287	1,261	500	235	205	373	9	74	11
IDAHO	19,159	9,181	4,074	3,172	597	361	481	503	575	212	3
ILLINOIS	242,333	99,091	71,573	30,871	29,960	3,587	0	4,156	1,721	1,284	90
INDIANA	104,417	33,846	39,757	22,906	3,638	1,220	1,432	782	284	545	7
IOWA	56,476	21,676	13,627	12,111	6,079	905	697	1,097	3	247	34
KANSAS	41,176	16,242	11,851	6,133	4,527	650	624	585	246	263	55
KENTUCKY	73,560	21,875	25,910	19,416	2,653	836	1,327	534	449	543	17
LOUISIANA	76,628	33,281	21,475	11,957	3,996	1,580	1,251	1,084	1,438	531	35
MAINE	27,045	9,903	6,023	4,522	4,441	443	777	411	396	119	10
MARYLAND	89,041	44,444	25,547	7,287	3,999	1,419	3,711	806	924	777	127
MASSACHUSETTS	141,448	49,450	32,766	30,165	19,428	1,955	3,106	1,538	2,085	883	72
MICHIGAN	161,862	63,890	42,641	23,583	21,869	2,762	1,690	4,024	493	910	0
MINNESOTA	81,488	37,181	18,759	12,499	8,896	1,504	0	1,371	845	408	25
MISSISSIPPI	53,084	22,476	17,362	11,354	338	558	298	458	5	214	21
MISSOURI	99,378	40,727	29,735	17,639	7,772	881	640	818	805	283	78
MONTANA	15,376	7,599	4,552	1,372	662	269	367	139	287	100	29
NEBRASKA	30,453	12,163	9,098	4,929	2,368	465	604	662	0	164	0
NEVADA	14,178	7,782	3,157	987	981	149	547	241	265	64	5
NEW HAMPSHIRE	16,871	9,409	3,095	1,893	1,390	233	300	157	266	114	14
NEW JERSEY	170,512	71,700	61,092	8,800	14,453	1,636	9,292	997	1,274	1,162	106
NEW MEXICO	29,556	12,342	9,401	2,421	3,037	414	809	429	551	139	13
NEW YORK	289,583	143,461	36,937	31,073	46,767	4,531	11,758	3,477	9,702	1,683	194
NORTH CAROLINA	112,934	47,733	27,036	23,748	7,317	2,096	1,812	1,029	1,510	618	35
NORTH DAKOTA	11,850	5,080	3,979	1,787	407	178	0	233	99	64	23
OHIO .	198,956	73,548	54,984	52,443	7,008	2,473	3,832	3,707	0	953	8
OKLAHOMA	65,081	27,823	20,855	11,898	1,215	866	1,466	393	235	274	56
OREGON	46,575	25,175	11,087	4,448	2,611	1,207	0	846	673	459	69
PENNSYLVANIA	202,357	74,204	59,895	43,444	17,635	3,616	0	1,997	0	1,551	15
PUERTO RICO	44,620	6,209	1,760	23,593	1,375	2,717	2,975	2,407	1,156	2,316	112
RHODE ISLAND	19,152	12,463	3,259	1,326	1,265	216	90	222	217	86	8
SOUTH CAROLINA	72,157	23,607	20,535	18,657	6,220	1,028	701	711	198	478	22
SOUTH DAKOTA	13,629	4,903	5,304	1,678	604	185	530	214	93	60	58
TENNESSEE	95,380	43,477	27,655	15,413	2,520	1,630	1,739	981	1,172	769	24
TEXAS	293,418	153,535	66,886	28,507	21,145	4,846	3,980	4,263	7,963	2,201	92
UTAH	41,791	14,798	8,522	3,702	11,392	840	1,464	354	304	391	24
VERMONT	10,665	4,128	3,228	2,161	489	199	172	114	125	43	6
VIRGINIA	102,814	45,079	29,517	15,214	7,313	1,337	1,903	1,012	522	868	49
WASHINGTON	68,451	33,920	14,651	8,733	3,886	1,384	2,134	1,251	2,109	334	49
WEST VIRGINIA	46,409	18,107	13,888	10,257	2,224	469	206	422	523	297	16
WISCONSIN	75,945	29,717	18,862	12,336	11,318	1,028	821	1,010	429	393	31
WYOMING	10,654	5,281	3,320	865	258	187	126	209	334	68	6
AMERICAN SAMOA	201	0	40	134	1	10	10	4	0	0	2
GUAM	1,929	705	177	748	65	37	117	44	8	18	10
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	1,414	282	222	751	44	43	51	1	0	10	10
BUR. OF INDIAN AFFAIRS	5,388	2,905	1,334	497	244	23	292	34	51	8	0
U.S. & INSULAR AREAS	4,370,244	1,872,339	1,128,471	686,077	376,943	68,413	89,701	59,000	58,142	29,026	2,132
50 STATES, D.C. & P.R.	4,361,312	1,868,447	1,126,698	683,947	376,589	68,300	89,231	58,917	58,083	28,990	2,110

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1986.

Table 15

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1985–1986

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	90,225	27,751	19,992	33,502	5,726	743	1,011	508	652	325	15
ALASKA	8,927	5,305	2,453	349	287	134	192	114	65	27	1
ARIZONA	50,637	26,864	11,332	5,479	4,331	554	862	481	460	274	0
ARKANSAS	43,881	21,823	9,115	11,445	477	331	309	96	179	101	5
CALIFORNIA	376,103	211,861	95,563	25,860	9,182	6,481	5,147	6,963	12,498	2,393	155
COLORADO	43,592	21,320	7,773	3,109	8,164	709	1,653	611	0	251	2
CONNECTICUT	62,058	28,632	13,287	4,379	12,995	671	713	329	1,019	53	0
DELAWARE	11,527	6,524	1,662	845	2,150	66	183	50	19	27	1
DISTRICT OF COLUMBIA	3,020	1,277	1,374	213	124	13	7	4	3	1	4
FLORIDA	163,380	64,436	54,190	20,488	17,937	1,326	0	2,094	2,257	634	18
GEORGIA	90,263	23,220	21,479	17,323	14,052	326	12,841	439	226	356	1
HAWAII	11,415	6,955	2,285	1,055	441	204	138	269	1	63	4
IDAHO	18,807	9,181	4,074	3,156	578	218	431	503	575	89	2
ILLINOIS	205,940	92,983	69,748	20,519	18,205	1,442	0	1,382	1,072	586	3
INDIANA	96,262	33,556	39,080	18,523	3,203	665	498	405	23	305	2
IOWA	55,935	21,675	13,627	11,970	5,942	741	690	1,094	0	184	12
KANSAS	39,299	16,203	11,511	5,833	4,221	400	295	428	196	193	19
KENTUCKY	70,392	21,739	25,586	18,251	2,355	497	843	373	371	373	4
LOUISIANA	71,925	33,139	21,391	9,758	3,528	1,031	659	739	1,284	381	15
MAINE	26,532	9,870	6,796	4,131	3,990	348	540	394	349	112	2
MARYLAND	87,146	44,420	25,538	6,832	3,704	1,060	3,253	783	902	583	71
MASSACHUSETTS	126,448	44,155	29,315	26,984	17,373	1,745	2,778	1,372	1,877	793	56
MICHIGAN	150,841	63,878	42,641	16,840	19,915	2,601	56	4,024	0	886	0
MINNESOTA	81,067	37,181	18,759	12,314	8,854	1,351	0	1,371	845	375	17
MISSISSIPPI	51,929	22,474	17,172	10,933	336	310	185	404	0	113	2
MISSOURI	96,765	40,727	29,735	15,386	7,711	680	588	817	805	244	72
MONTANA	14,785	7,597	4,540	1,231	616	140	275	118	190	61	17
NEBRASKA	30,182	12,163	9,098	4,861	2,290	420	560	662	0	128	0
NEVADA	13,567	7,781	3,046	928	842	149	431	224	101	62	3
NEW HAMPSHIRE	14,896	9,206	3,040	774	1,266	66	161	122	230	26	5
NEW JERSEY	165,196	71,633	61,037	6,928	14,035	1,274	8,143	825	1,075	237	9
NEW MEXICO	29,143	12,342	9,401	2,395	2,965	308	648	429	551	91	13
NEW YORK	249,180	141,130	28,512	24,492	37,145	2,219	5,103	1,236	8,143	1,182	18
NORTH CAROLINA	109,477	47,675	27,025	22,854	6,700	1,320	1,017	953	1,407	517	9
NORTH DAKOTA	11,251	5,071	3,922	1,550	403	112	0	118	39	36	0
OHIO	190,447	73,548	54,904	44,435	6,829	2,344	3,832	3,707	0	840	8
OKLAHOMA	63,635	27,789	20,855	11,326	1,103	594	1,173	375	186	186	48
OREGON	41,304	25,054	10,982	1,822	2,143	171	0	597	463	61	11
PENNSYLVANIA	182,319	71,575	58,853	34,194	12,956	2,587	0	1,037	0	1,107	10
PUERTO RICO	43,501	6,209	1,760	22,767	1,315	2,714	2,925	2,272	1,121	2,306	112
RHODE ISLAND	18,529	12,377	3,212	1,146	1,167	165	51	184	157	66	4
SOUTH CAROLINA	71,058	23,509	20,535	18,096	6,186	856	525	710	198	421	22
SOUTH DAKOTA	13,082	4,901	5,304	1,525	517	98	487	115	87	37	11
TENNESSEE	94,091	43,454	27,655	15,095	2,152	1,292	1,683	981	1,149	619	11
TEXAS	282,184	153,268	66,348	25,538	20,702	1,007	3,333	3,916	6,391	1,638	43
UTAH	39,985	14,796	8,438	3,302	11,257	309	1,262	249	240	127	5
VERMONT	8,186	3,997	2,628	890	398	95	17	49	82	28	2
VIRGINIA	100,866	45,076	29,515	15,121	7,029	1,106	1,360	987	476	170	26
WASHINGTON	64,699	33,484	14,422	7,706	3,703	1,114	1,231	891	1,889	245	14
WEST VIRGINIA	44,840	18,070	13,714	9,797	2,101	325	206	328	91	208	0
WISCONSIN	73,488	29,671	18,461	11,431	11,119	813	667	727	323	257	19
WYOMING	9,322	5,172	2,703	723	209	135	0	118	211	48	3
AMERICAN SAMOA	146	0	39	96	0	9	0	2	0	0	0
GUAM	1,548	705	162	599	21	4	17	27	6	7	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	1,293	282	222	688	32	37	22	0	0	10	0
BUR. OF INDIAN AFFAIRS	5,388	2,905	1,334	497	244	23	292	34	51	8	0
U.S. & INSULAR AREAS	4,121,104	1,847,591	1,107,125	597,484	333,226	46,453	69,293	48,040	50,535	20,451	906
50 STATES, D.C. & P.R.	4,112,729	1,843,699	1,105,368	595,604	332,929	46,380	68,962	47,977	50,478	20,426	906

DATA AS OF OCTOBER 1, 1986.

Table 16

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	2,941	28	2,574	171	29	28	70	23	18	9	0
ALASKA	759	47	621	0	0	21	42	10	10	2	0
ARIZONA	2,309	116	1,635	270	61	40	65	86	5	25	0
ARKANSAS	2,465	59	2,082	120	7	41	88	19	29	20	0
CALIFORNIA	21,881	2,412	12,052	2,680	169	909	1,002	1,194	393	249	21
COLORADO	1,653	266	911	47	55	74	231	51	0	18	0
CONNECTICUT	4,533	327	3,401	143	215	124	132	51	135	5	0
DELAWARE	730	343	237	69	47	8	17	0	3	5	1
DISTRICT OF COLUMBIA	374	5	335	0	26	2	2	2	2	0	0
FLORIDA	8,448	126	6,855	780	106	164	0	314	181	87	1
GEORGIA	4,166	7	3,078	337	257	26	360	61	15	25	0
HAWAII	499	47	254	53	7	27	42	61	0	7	1
IDAHO	1,488	187	873	239	24	12	16	76	50	11	0
ILLINOIS	20,402	3,005	15,187	693	1,028	152	0	223	86	48	0
INDIANA	5,030	54	4,422	309	0	73	112	38	4	18	0
IOWA	5,144	70	3,141	1,227	213	121	89	249	0	28	0
KANSAS	2,671	99	1,979	201	71	48	49	68	53	35	8
KENTUCKY	4,200	29	3,837	190	11	35	61	42	24	28	1
LOUISIANA	5,185	408	3,334	615	39	155	151	165	262	53	3
MAINE	2,517	70	1,623	202	100	65	133	82	41	33	0
MARYLAND	6,114	232	4,236	428	48	134	505	218	235	81	7
MASSACHUSETTS	7,218	425	3,502	1,314	592	246	274	360	425	72	0
MICHIGAN	12,439	1,607	8,572	649	325	353	0	832	0	93	0
MINNESOTA	8,146	829	5,259	1,043	264	200	0	272	201	74	4
MISSISSIPPI	1,705	4	1,493	116	0	9	33	40	0	10	0
MISSOURI	5,914	487	4,538	274	194	82	219	50	37	24	21
MONTANA	1,552	92	1,233	84	0	27	43	24	34	7	2
NEBRASKA	2,853	181	1,941	317	40	48	123	177	0	28	0
NEVADA	886	142	497	28	4	25	158	19	1	9	3
NEW HAMPSHIRE	1,027	22	824	30	5	4	52	43	40	6	1
NEW JERSEY	13,990	658	8,745	116	135	186	3,757	91	335	46	1
NEW MEXICO	1,250	31	749	201	76	28	76	49	32	8	0
NEW YORK	6,248	644	3,964	277	360	112	79	135	577	88	4
NORTH CAROLINA	5,780	235	4,570	474	29	88	137	113	87	26	1
NORTH DAKOTA	1,051	70	846	70	11	13	0	23	6	4	0
OHIO	7,737	157	6,231	291	88	340	304	220	0	45	1
OKLAHOMA	5,715	148	4,530	234	0	109	487	111	36	40	12
OREGON	1,219	34	1,083	31	7	8	0	37	16	5	0
PENNSYLVANIA	7,668	478	6,088	849	120	182	0	95	0	38	0
PUERTO RICO	1,711	76	590	276	50	164	271	63	146	69	6
RHODE ISLAND	1,189	364	567	111	48	21	25	35	7	11	0
SOUTH CAROLINA	5,211	18	4,158	506	19	70	303	51	42	24	11
SOUTH DAKOTA	1,995	120	1,505	81	15	28	161	50	18	10	3
TENNESSEE	6,487	108	5,484	347	5	123	226	118	39	34	3
TEXAS	19,089	2,503	13,005	1,577	255	132	509	727	622	264	5
UTAH	2,243	254	1,204	219	232	35	210	55	23	18	1
VERMONT	474	23	423	17	1	4	2	2	1	1	0
VIRGINIA	9,133	340	6,496	1,091	72	190	259	472	138	55	20
WASHINGTON	5,571	257	3,607	807	148	189	223	225	77	35	0
WEST VIRGINIA	2,512	31	2,087	83	19	32	206	42	5	7	0
WISCONSIN	8,799	997	6,067	760	478	175	159	186	27	38	2
WYOMING	354	27	292	15	0	3	0	9	0	0	0
AMERICAN SAMOA	5	0	2	1	0	0	0	2	0	0	0
GUAM	64	1	33	18	0	0	1	9	2	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	52	8	39	4	1	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	297	35	198	17	4	3	17	0	15	0	0
U.S. & INSULAR AREAS	260,931	19,355	182,808	21,088	6,279	5,404	11,557	7,786	4,523	1,935	144
50 STATES, D.C. & P.R.	260,513	19,311	182,617	21,028	6,274	5,400	11,531	7,767	4,506	1,935	144

DATA AS OF OCTOBER 1, 1986.

Table 17

NUMBER OF CHILDREN 6 - 11 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	37,370	9,001	15,757	8,994	2,209	316	452	223	282	148	0
ALASKA	4,506	2,347	1,686	114	119	49	74	77	28	11	1
ARIZONA	24,428	11,246	8,838	1,853	1,525	221	349	220	45	123	0
ARKANSAS	20,129	8,639	6,519	4,326	215	163	121	32	71	40	3
CALIFORNIA	183,767	89,865	69,138	7,902	2,921	2,552	1,063	2,526	5,958	1,809	33
COLORADO	21,475	10,048	5,949	1,020	2,977	292	747	321	0	121	0
CONNECTICUT	27,612	12,639	8,736	1,247	3,838	271	291	144	420	26	0
DELAWARE	5,301	2,811	1,321	272	754	26	87	13	7	10	0
DISTRICT OF COLUMBIA	1,402	404	925	37	31	0	4	0	1	0	0
FLORIDA	85,533	27,881	40,842	6,889	7,640	527	0	962	508	279	5
GEORGIA	43,258	7,734	16,571	4,841	6,236	122	7,311	176	89	177	1
HAWAII	5,312	2,678	1,784	379	169	88	59	125	0	27	3
IDAHO	9,534	4,792	2,979	1,231	193	103	18	109	80	29	0
ILLINOIS	100,462	39,209	49,195	5,556	4,749	650	0	556	286	261	0
INDIANA	54,577	13,575	32,163	6,603	1,378	302	220	198	11	126	1
IOWA	25,559	8,605	9,782	4,040	2,025	312	236	480	0	75	4
KANSAS	20,408	7,145	9,036	2,108	1,376	194	167	212	84	80	6
KENTUCKY	36,257	7,529	20,137	6,512	860	282	427	155	177	180	2
LOUISIANA	29,679	8,897	15,286	2,768	1,119	440	265	286	524	165	1
MAINE	12,620	4,340	4,536	1,491	1,535	136	210	207	120	45	0
MARYLAND	39,274	17,047	16,957	1,820	1,827	444	1,206	289	266	202	16
MASSACHUSETTS	58,253	21,525	13,108	12,234	8,040	898	1,184	485	699	291	29
MICHIGAN	60,831	23,509	30,623	4,980	6,692	1,040	0	1,508	0	339	0
MINNESOTA	36,519	18,490	11,081	4,181	2,257	624	0	824	325	140	3
MISSISSIPPI	24,879	7,881	13,943	3,297	118	118	83	193	0	47	1
MISSOURI	49,492	17,318	22,634	5,286	3,078	318	202	381	215	114	24
MONTANA	7,412	3,348	3,085	452	211	59	95	80	67	31	4
NEBRASKA	14,936	5,818	6,643	1,695	819	176	285	270	0	50	0
NEVADA	6,489	3,240	2,262	344	358	45	117	84	24	27	0
NEW HAMPSHIRE	6,624	3,776	1,927	381	359	19	68	50	111	12	1
NEW JERSEY	82,574	28,705	46,179	1,553	3,070	512	2,065	285	120	74	2
NEW MEXICO	14,356	5,815	6,378	795	1,281	128	281	219	236	43	4
NEW YORK	101,698	55,503	20,000	7,148	12,460	883	2,146	456	2,638	454	10
NORTH CAROLINA	58,775	17,219	28,719	7,338	2,934	864	476	471	690	263	3
NORTH DAKOTA	5,891	2,225	2,840	543	129	88	0	54	10	10	0
OHIO	93,987	27,821	44,745	14,534	2,408	994	1,834	1,180	0	387	4
OKLAHOMA	32,912	11,329	15,554	4,427	475	272	494	185	78	93	25
OREGON	22,148	11,439	8,903	589	725	81	0	214	169	21	5
PENNSYLVANIA	89,768	28,277	47,144	10,228	4,223	1,085	0	384	0	402	5
PUERTO RICO	12,177	2,704	755	6,071	577	545	830	210	218	221	46
RHODE ISLAND	8,554	5,294	2,331	307	398	67	11	82	36	29	1
SOUTH CAROLINA	34,571	10,146	15,113	5,432	2,717	431	90	330	94	215	3
SOUTH DAKOTA	6,579	1,981	3,588	573	114	44	193	49	22	10	5
TENNESSEE	45,258	16,878	20,480	4,763	820	561	691	398	347	329	5
TEXAS	135,380	63,990	48,768	8,665	7,329	372	1,385	1,528	2,593	651	21
UTAH	24,079	8,764	6,981	1,354	5,989	179	535	181	112	64	0
VERMONT	4,318	1,879	1,889	320	180	45	3	22	40	12	0
VIRGINIA	47,373	18,435	20,791	4,424	2,227	444	582	382	194	54	0
WASHINGTON	38,537	13,874	18,850	2,883	1,338	587	488	399	869	184	7
WEST VIRGINIA	21,988	6,956	10,414	3,381	790	139	0	155	41	110	0
WISCONSIN	38,446	11,108	18,949	3,603	3,881	354	302	387	114	184	6
WYOMING	5,237	2,393	2,224	265	57	77	0	81	129	29	2
AMERICAN SAMOA	70	0	34	31	0	5	0	0	0	0	0
GUAM	537	206	123	177	6	1	11	10	2	1	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	440	130	121	142	13	15	13	0	0	6	0
BUR. OF INDIAN AFFAIRS	2,657	1,248	883	202	105	15	158	15	25	6	0
U.S. & INSULAR AREAS	1,966,164	749,416	812,077	192,419	118,898	19,033	28,615	18,377	19,218	7,959	300
50 STATES, D.C. & P.R.	1,962,392	747,824	810,916	191,867	118,574	18,997	28,433	18,352	19,183	7,946	300

DATA AS OF OCTOBER 1, 1986.

Table 18

NUMBER OF CHILDREN 12 - 17 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	41,188	10,229	1,578	19,887	3,817	323	339	211	341	148	3
ALASKA	3,343	2,707	143	167	182	55	52	25	22	10	0
ARIZONA	21,587	14,444	849	2,550	2,535	265	328	141	374	112	0
ARKANSAS	19,621	12,272	492	6,284	243	188	85	41	76	39	1
CALIFORNIA	153,495	111,166	13,852	18,103	5,294	2,499	1,557	2,687	5,517	966	54
COLORADO	18,773	10,234	898	1,632	4,780	315	594	214	0	106	2
CONNECTICUT	25,812	14,403	1,888	2,101	7,358	213	230	189	395	19	0
DELAWARE	5,848	3,894	183	445	1,258	29	68	32	9	12	0
DISTRICT OF COLUMBIA	1,004	732	109	94	57	10	0	1	0	1	0
FLORIDA	63,717	34,143	8,472	10,452	9,893	534	0	784	1,438	276	7
GEORGIA	39,143	14,498	1,773	10,329	7,231	156	4,718	175	114	149	0
HAWAII	5,283	4,064	248	521	241	75	32	74	1	29	0
IDAHO	6,049	3,985	212	1,232	328	69	91	88	116	30	0
ILLINOIS	77,982	47,687	5,282	11,945	11,184	591	0	510	682	260	1
INDIANA	33,703	18,611	2,429	10,294	1,728	280	150	153	6	163	1
IOWA	22,606	12,812	683	5,559	3,431	276	255	320	0	64	6
KANSAS	14,909	8,459	488	2,879	2,623	143	82	125	51	75	4
KENTUCKY	27,271	13,149	1,571	10,230	1,411	182	274	159	157	137	1
LOUISIANA	32,848	21,071	2,735	4,735	2,188	330	167	230	427	141	8
MAINE	10,376	5,871	613	1,979	2,119	129	163	97	173	30	2
MARYLAND	37,134	25,148	4,112	3,246	2,342	414	1,124	214	281	236	17
MASSACHUSETTS	55,795	20,816	12,554	11,716	7,780	870	1,117	446	870	279	27
MICHIGAN	61,820	35,670	3,364	7,861	11,994	1,007	0	1,337	0	393	0
MINNESOTA	33,308	18,674	1,579	5,718	5,994	478	0	427	289	141	6
MISSISSIPPI	22,777	14,853	1,702	6,396	218	160	52	152	0	52	0
MISSOURI	37,884	21,365	2,508	8,547	4,129	267	142	385	507	95	21
MONTANA	5,263	3,832	205	551	381	48	108	31	82	21	4
NEBRASKA	11,894	8,417	504	2,292	1,355	168	133	175	0	48	0
NEVADA	5,708	4,137	208	456	460	68	93	129	75	22	0
NEW HAMPSHIRE	6,693	5,013	280	384	881	36	32	27	72	6	2
NEW JERSEY	62,187	39,230	5,929	3,700	9,812	542	1,882	371	541	98	2
NEW MEXICO	12,443	6,849	2,151	1,071	1,548	139	258	124	265	33	7
NEW YORK	128,471	78,072	4,414	12,863	22,377	1,812	2,219	556	4,304	570	4
NORTH CAROLINA	47,734	27,951	1,685	12,635	3,557	511	309	316	558	209	3
NORTH DAKOTA	3,872	2,557	231	741	248	29	0	34	18	16	0
OHIO	80,206	42,235	3,825	25,711	4,812	874	1,261	1,898	0	368	2
OKLAHOMA	23,253	15,380	753	5,956	581	188	169	93	67	50	6
OREGON	16,371	12,087	967	872	1,312	77	0	233	192	27	4
PENNSYLVANIA	74,857	40,909	5,422	18,645	7,813	1,135	0	487	0	521	5
PUERTO RICO	19,891	2,951	250	11,993	520	973	893	708	386	797	42
RHODE ISLAND	8,881	6,310	312	525	680	61	10	55	104	23	1
SOUTH CAROLINA	28,124	12,568	1,215	10,159	3,318	311	68	269	47	166	5
SOUTH DAKOTA	4,067	2,551	204	739	369	25	106	15	44	13	1
TENNESSEE	37,471	24,172	1,641	8,893	1,223	506	554	393	861	235	3
TEXAS	114,591	79,406	4,483	11,998	12,260	415	1,131	1,398	2,830	660	10
UTAH	12,769	5,577	248	1,457	4,826	87	339	83	95	53	4
VERMONT	3,143	1,978	304	486	273	41	3	23	40	14	1
VIRGINIA	39,557	24,482	2,138	7,370	4,365	410	454	178	120	51	3
WASHINGTON	28,290	18,191	744	3,370	2,892	384	399	247	763	94	6
WEST VIRGINIA	17,871	10,872	1,861	5,198	1,188	139	0	102	38	81	0
WISCONSIN	30,313	16,887	1,410	5,439	6,515	246	151	283	160	98	4
WYOMING	3,368	2,530	176	358	144	49	0	48	63	15	1
AMERICAN SAMOA	66	0	3	59	0	4	0	0	0	0	0
GUAM	825	438	6	349	15	1	5	7	2	2	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	590	135	67	355	18	10	1	0	0	4	0
BUR. OF INDIAN AFFAIRS	2,174	1,474	237	231	121	4	90	10	0	1	0
U.S. & INSULAR AREAS	1,697,393	998,256	108,271	309,902	191,404	18,065	22,370	17,266	23,235	8,251	283
50 STATES, D.C. & P.R.	1,693,738	996,209	107,958	308,998	191,250	18,046	22,274	17,249	23,227	8,244	283

DATA AS OF OCTOBER 1, 1986.

Table 19

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	8,726	2,433	83	5,330	480	76	150	51	91	28	4
ALASKA	319	204	3	62	6	9	24	2	5	4	0
ARIZONA	2,313	1,058	19	800	210	28	122	26	36	14	0
ARKANSAS	1,666	853	22	735	12	19	15	4	3	2	1
CALIFORNIA	17,760	8,418	721	5,175	798	521	725	556	630	169	47
COLORADO	1,691	772	17	410	352	28	81	25	0	6	0
CONNECTICUT	4,001	1,263	44	888	1,506	63	80	25	69	3	0
DELAWARE	448	276	1	59	93	3	11	5	0	0	0
DISTRICT OF COLUMBIA	240	136	5	82	10	1	1	1	0	0	4
FLORIDA	5,682	2,286	221	2,367	438	101	0	114	132	18	5
GEORGIA	3,688	981	57	1,816	328	22	452	27	0	5	0
HAWAII	321	166	1	102	24	14	5	9	0	0	0
IDAHO	1,736	297	10	454	33	34	306	252	329	19	2
ILLINOIS	7,114	3,062	184	2,325	1,324	49	0	93	58	17	2
INDIANA	2,886	1,318	88	1,317	91	30	16	18	2	6	0
IOWA	2,626	982	21	1,144	273	32	110	45	0	17	2
KANSAS	1,251	508	8	525	151	15	17	23	0	3	1
KENTUCKY	2,598	1,032	41	1,311	65	18	81	17	13	20	0
LOUISIANA	4,413	2,163	116	1,640	182	90	76	50	71	22	3
MAINE	1,011	389	24	379	148	18	26	8	15	4	0
MARYLAND	4,624	1,993	233	1,340	287	68	418	70	120	64	31
MASSACHUSETTS	5,102	1,509	151	1,720	1,041	131	223	93	83	151	0
MICHIGAN	7,145	3,012	82	2,550	904	201	48	287	0	61	0
MINNESOTA	3,096	1,182	60	1,372	339	49	0	48	30	12	4
MISSISSIPPI	2,568	1,330	34	1,124	16	23	17	19	0	4	1
MISSOURI	3,475	1,557	57	1,359	310	41	25	63	46	11	6
MONTANA	558	325	17	144	18	6	29	3	7	2	7
NEBRASKA	1,299	567	10	557	70	28	37	40	0	4	0
NEVADA	464	234	21	100	20	11	61	12	1	4	0
NEW HAMPSHIRE	552	395	9	79	41	7	9	2	7	2	1
NEW JERSEY	6,525	3,040	184	1,559	1,018	114	439	78	70	19	4
NEW MEXICO	1,094	447	125	328	82	15	33	37	18	7	2
NEW YORK	14,771	6,911	134	4,204	1,948	212	659	89	544	70	0
NORTH CAROLINA	5,208	2,270	51	2,409	180	57	95	53	72	19	2
NORTH DAKOTA	437	219	5	188	15	2	0	7	1	0	0
OHIO	8,517	3,335	103	3,899	321	136	373	309	0	40	1
OKLAHOMA	1,755	924	18	709	39	25	23	6	5	3	3
OREGON	1,568	894	29	330	99	7	0	113	86	8	2
PENNSYLVANIA	10,026	3,911	109	4,072	792	195	0	171	0	86	0
PUERTO RICO	9,922	478	165	4,427	168	1,032	831	1,213	371	1,219	18
RHODE ISLAND	705	409	2	203	43	16	5	12	10	3	2
SOUTH CAROLINA	3,152	777	49	1,999	134	35	64	60	15	16	3
SOUTH DAKOTA	441	243	7	132	19	3	27	1	3	4	2
TENNESSEE	4,883	2,296	70	1,902	104	102	212	74	102	21	0
TEXAS	12,604	7,279	92	3,298	858	88	308	265	346	63	7
UTAH	894	201	5	272	210	8	178	10	10	0	0
VERMONT	259	117	12	87	24	5	9	2	1	1	1
VIRGINIA	4,803	1,839	90	2,236	365	56	145	35	24	10	3
WASHINGTON	2,301	1,162	21	726	125	34	123	20	80	9	1
WEST VIRGINIA	2,471	1,011	152	1,143	104	15	0	29	7	10	0
WISCONSIN	3,930	1,571	35	1,629	525	38	55	31	22	17	7
WYOMING	363	222	11	93	8	6	0	8	11	4	0
AMERICAN SAMOA	5	0	0	5	0	0	0	0	0	0	0
GUAM	122	60	0	55	0	2	0	1	0	4	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	203	1	4	187	0	11	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	260	148	16	47	14	1	27	1	5	1	0
U.S. & INSULAR AREAS	196,076	88,564	3,897	74,005	18,845	3,951	6,751	4,611	3,567	2,306	179
50 STATES, D.C. & P.R.	195,486	88,355	3,877	73,711	18,831	3,937	6,724	4,609	3,562	2,301	179

DATA AS OF OCTOBER 1, 1986.

Table 20

NUMBER OF CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	882	0	0	136	177	397	0	0	0	144	28
ALASKA	2,968	1,633	744	341	41	56	76	41	18	17	1
ARIZONA	1,168	2	129	93	1	471	141	69	124	138	0
ARKANSAS	3,441	52	90	2,258	17	272	261	253	69	164	5
CALIFORNIA	2,785	79	9	1,259	430	866	15	1	46	55	25
COLORADO	4,361	249	363	1,336	315	184	1,402	360	0	67	85
CONNECTICUT	3,368	1,058	11	887	451	176	294	0	2	478	11
DELAWARE	3,795	1,099	221	858	870	223	28	311	35	114	36
DISTRICT OF COLUMBIA	4,049	1,767	152	1,172	668	29	55	61	93	25	27
FLORIDA	9,441	0	0	6,099	2,389	476	117	133	48	167	12
GEORGIA	3,032	17	117	755	1,172	601	57	62	65	157	29
HAWAII	532	37	2	206	59	31	67	104	8	11	7
IDAHO	352	0	0	16	19	143	50	0	0	123	1
ILLINOIS	36,393	6,108	1,825	10,352	11,755	2,145	0	2,774	649	698	87
INDIANA	8,155	288	677	4,383	435	555	934	377	261	240	5
IOWA	541	1	0	141	137	164	7	3	3	63	22
KANSAS	1,877	39	340	300	306	250	329	157	50	70	36
KENTUCKY	3,168	136	324	1,165	298	339	484	161	78	170	13
LOUISIANA	4,703	122	84	2,199	468	649	592	265	154	150	20
MAINE	1,313	33	27	391	451	95	237	17	47	7	8
MARYLAND	1,895	24	9	455	295	359	458	23	22	194	56
MASSACHUSETTS	15,000	5,295	3,451	3,181	2,055	210	328	166	200	90	16
MICHIGAN	11,821	12	0	7,543	1,954	161	1,634	0	493	24	0
MINNESOTA	421	0	0	185	42	153	0	0	0	33	8
MISSISSIPPI	1,155	2	190	421	2	248	113	54	5	101	19
MISSOURI	2,613	0	0	2,253	61	201	52	1	0	39	6
MONTANA	591	2	12	141	46	129	92	21	17	119	12
NEBRASKA	271	0	0	68	78	45	44	0	0	36	0
NEVADA	611	1	111	59	139	0	116	17	164	2	2
NEW HAMPSHIRE	1,175	203	55	319	124	167	139	35	36	88	9
NEW JERSEY	5,316	67	55	1,872	418	362	1,149	172	199	925	97
NEW MEXICO	413	0	0	26	72	106	161	0	0	48	0
NEW YORK	40,403	2,331	8,425	6,581	9,622	2,312	6,655	2,241	1,559	501	176
NORTH CAROLINA	3,457	58	11	894	617	776	795	76	103	101	26
NORTH DAKOTA	599	9	57	237	4	66	0	115	60	28	23
OHIO	8,509	0	0	8,008	259	129	0	0	0	113	0
OKLAHOMA	1,446	34	0	572	112	272	293	18	49	88	8
OREGON	5,271	121	105	2,626	468	1,036	0	249	210	398	58
PENNSYLVANIA	20,038	2,629	1,042	9,250	4,679	1,029	0	960	0	444	5
PUERTO RICO	1,119	0	0	826	60	3	50	135	35	10	0
RHODE ISLAND	623	86	47	188	90	51	39	38	60	20	4
SOUTH CAROLINA	1,099	98	0	561	34	172	176	1	0	57	0
SOUTH DAKOTA	547	2	0	153	87	87	43	99	6	23	47
TENNESSEE	1,289	23	0	318	368	338	56	0	23	150	13
TEXAS	11,234	267	538	2,969	443	3,839	647	347	1,572	563	49
UTAH	1,806	2	84	400	135	531	202	105	64	264	19
VERMONT	2,479	131	600	1,271	91	104	155	65	43	15	4
VIRGINIA	1,948	3	2	93	284	231	543	25	46	698	23
WASHINGTON	3,752	436	229	1,027	183	270	903	360	220	89	35
WEST VIRGINIA	1,569	37	174	460	123	144	0	94	432	89	16
WISCONSIN	2,457	46	401	905	199	215	154	283	106	136	12
WYOMING	1,332	109	617	142	49	52	126	91	123	20	3
AMERICAN SAMOA	55	0	1	38	1	1	10	2	0	0	2
GUAM	381	0	15	149	44	33	100	17	2	11	10
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	121	0	0	63	12	6	29	1	0	0	10
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	249,140	24,748	21,346	88,593	43,717	21,960	20,408	18,960	7,607	8,575	1,226
50 STATES, D.C. & P.R.	248,583	24,748	21,330	88,343	43,660	21,920	20,269	18,940	7,605	8,564	1,204

DATA AS OF OCTOBER 1, 1986.

Table 21

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ALL CONDITIONS

STATE	←NUMBER SERVED		→	←CHANGE IN NUMBER SERVED→		PERCENT CHANGE ←IN NUMBER SERVED→	
	1976-77	1984-85	1985-86	1976-77 - 1985-86	1984-85 - 1985-86	1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	53,987	88,976	91,107	37,120	2,131	68.8	2.4
ALASKA	9,597	11,360	11,895	2,298	535	23.9	4.7
ARIZONA	43,045	52,198	51,805	8,760	-393	20.4	-0.8
ARKANSAS	28,487	48,043	47,322	18,835	-721	66.1	-1.5
CALIFORNIA	332,291	369,142	378,888	46,597	9,746	14.0	2.6
COLORADO	47,943	46,805	47,953	10	1,148	0.0	2.5
CONNECTICUT	62,085	65,478	65,426	3,341	-52	5.4	-0.1
DELAWARE	14,307	15,018	15,322	1,015	304	7.1	2.0
DISTRICT OF COLUMBIA	9,261	7,394	7,069	-2,192	-325	-23.7	-4.4
FLORIDA	117,257	165,302	172,821	55,564	7,519	47.4	4.5
GEORGIA	85,209	102,448	93,295	8,086	-9,153	9.5	-8.9
HAWAII	10,544	12,394	11,947	1,403	-447	13.3	-3.6
IDAHO	14,573	18,144	19,159	4,586	1,015	31.5	5.6
ILLINOIS	229,797	245,647	242,333	12,536	-3,314	5.5	-1.3
INDIANA	87,644	104,183	104,417	16,773	234	19.1	0.2
IOWA	51,055	57,500	56,476	5,421	-1,024	10.6	-1.8
KANSAS	37,623	41,419	41,176	3,553	-243	9.4	-0.6
KENTUCKY	57,057	74,901	73,560	16,503	-1,341	28.9	-1.8
LOUISIANA	86,989	81,379	76,628	-10,361	-4,751	-11.9	-5.8
MAINE	23,701	27,452	27,845	4,144	393	17.5	1.4
MARYLAND	84,184	90,462	89,041	4,857	-1,421	5.8	-1.6
MASSACHUSETTS	131,992	140,890	141,448	9,456	558	7.2	0.4
MICHIGAN	153,113	162,317	161,862	8,749	-455	5.7	-0.3
MINNESOTA	72,136	80,640	81,488	9,352	848	13.0	1.1
MISSISSIPPI	29,219	52,068	53,084	23,865	1,016	81.7	2.0
MISSOURI	94,387	98,570	99,378	4,991	808	5.3	0.8
MONTANA	8,610	15,930	15,376	6,766	-554	78.6	-3.5
NEBRASKA	25,270	30,273	30,453	5,183	180	20.5	0.6
NEVADA	11,133	14,087	14,178	3,045	91	27.4	0.6
NEW HAMPSHIRE	9,916	15,561	16,071	6,155	510	62.1	3.3
NEW JERSEY	145,077	166,982	170,512	25,435	3,530	17.5	2.1
NEW MEXICO	15,149	28,188	29,556	14,407	1,368	95.1	4.9
NEW YORK	240,250	289,320	289,583	49,333	263	20.5	0.1
NORTH CAROLINA	98,035	119,688	112,934	14,899	-6,754	15.2	-5.6
NORTH DAKOTA	8,976	11,941	11,850	2,874	-91	32.0	-0.8
OHIO	168,314	201,169	198,956	30,642	-2,213	18.2	-1.1
OKLAHOMA	44,181	65,093	65,081	20,900	-12	47.3	0.0
OREGON	37,258	48,153	46,575	9,317	-1,578	25.0	-3.3
PENNSYLVANIA	206,792	196,779	202,357	-4,435	5,578	-2.1	2.8
PUERTO RICO	11,200	40,327	44,620	33,420	4,293	298.4	10.6
RHODE ISLAND	15,971	19,045	19,152	3,181	107	19.9	0.6
SOUTH CAROLINA	72,357	72,610	72,157	-200	-453	-0.3	-0.6
SOUTH DAKOTA	9,936	13,008	13,629	3,693	621	37.2	4.8
TENNESSEE	99,251	98,954	95,380	-3,871	-3,574	-3.9	-3.6
TEXAS	233,552	294,830	293,418	59,866	-1,412	25.6	-0.5
UTAH	37,204	41,809	41,791	4,587	-18	12.3	0.0
VERMONT	6,382	10,256	10,665	4,283	409	67.1	4.0
VIRGINIA	77,616	103,374	102,814	25,198	-560	32.5	-0.5
WASHINGTON	57,705	67,859	68,451	10,746	592	18.6	0.9
WEST VIRGINIA	30,135	44,153	46,409	16,274	2,256	54.0	5.1
WISCONSIN	58,019	74,861	75,945	17,926	1,084	30.9	1.4
WYOMING	7,261	11,041	10,654	3,393	-387	46.7	-3.5
AMERICAN SAMOA	139	116	201	62	85	44.6	73.3
GUAM	2,597	1,995	1,929	-668	-66	-25.7	-3.3
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	1,120	-	-	-	-	-	-
VIRGIN ISLANDS	1,712	135	1,414	-298	1,279	-17.4	947.4
BUR. OF INDIAN AFFAIRS	-	5,364	5,388	-	24	-	0.4
U.S. & INSULAR AREAS	3,708,601	4,363,031	4,370,244	661,643	7,213	17.8	0.2
50 STATES, D.C. & P.R.	3,703,033	4,355,421	4,361,312	658,279	5,891	17.8	0.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 22

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

LEARNING DISABLED

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1984-85	1985-86	1976-77 - 1985-86	1984-85 - 1985-86	1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	5,436	26,043	27,751	22,315	1,708	410.5	6.6
ALASKA	3,927	6,597	6,938	3,011	341	76.7	5.2
ARIZONA	17,214	26,027	26,866	9,652	839	56.1	3.2
ARKANSAS	5,072	21,476	21,875	16,803	399	331.3	1.9
CALIFORNIA	74,404	204,795	211,940	137,536	7,145	184.9	3.5
COLORADO	16,661	20,695	21,569	4,908	874	29.5	4.2
CONNECTICUT	19,201	29,876	29,690	10,489	-186	54.6	-0.6
DELAWARE	4,392	7,416	7,623	3,231	207	73.6	2.8
DISTRICT OF COLUMBIA	1,661	3,106	3,044	1,383	-62	83.3	-2.0
FLORIDA	31,850	61,082	64,436	32,586	3,354	102.3	5.5
GEORGIA	15,744	31,824	23,237	7,493	-8,587	47.6	-27.0
HAWAII	4,880	7,391	6,992	2,112	-399	43.3	-5.4
IDAHO	5,604	8,417	9,181	3,577	764	63.8	9.1
ILLINOIS	53,328	96,133	99,091	45,763	2,958	85.8	3.1
INDIANA	5,422	32,110	33,846	28,424	1,736	524.2	5.4
IOWA	17,553	22,045	21,676	4,123	-369	23.5	-1.7
KANSAS	8,425	16,481	16,242	7,817	-239	92.8	-1.5
KENTUCKY	7,423	21,974	21,875	14,452	-99	194.7	-0.5
LOUISIANA	10,823	37,054	33,261	22,438	-3,793	207.3	-10.2
MAINE	7,261	9,764	9,903	2,642	139	36.4	1.4
MARYLAND	29,093	46,687	44,444	15,351	-2,243	52.8	-4.8
MASSACHUSETTS	18,542	49,463	49,450	30,908	-13	166.7	0.0
MICHIGAN	28,143	61,996	63,890	35,747	1,894	127.0	3.1
MINNESOTA	21,456	36,652	37,181	15,725	529	73.3	1.4
MISSISSIPPI	2,748	20,512	22,476	19,728	1,964	717.9	9.6
MISSOURI	22,862	39,342	40,727	17,865	1,385	78.1	3.5
MONTANA	2,883	7,644	7,599	4,716	-45	163.6	-0.6
NEBRASKA	5,433	12,094	12,163	6,730	69	123.9	0.6
NEVADA	4,782	7,825	7,782	3,000	-43	62.7	-0.5
NEW HAMPSHIRE	3,091	9,082	9,409	6,318	327	204.4	3.6
NEW JERSEY	33,188	68,594	71,700	38,512	3,106	116.0	4.5
NEW MEXICO	6,175	11,094	12,342	6,167	1,248	99.9	11.2
NEW YORK	34,514	131,188	143,461	108,947	12,273	315.7	9.4
NORTH CAROLINA	17,697	52,528	47,733	30,036	-4,795	169.7	-9.1
NORTH DAKOTA	2,439	5,131	5,080	2,641	-51	108.3	-1.0
OHIO	32,399	73,056	73,548	41,149	492	127.0	0.7
OKLAHOMA	15,015	27,941	27,823	12,808	-118	85.3	-0.4
OREGON	11,146	25,047	25,175	14,029	128	125.9	0.5
PENNSYLVANIA	19,772	69,771	74,204	54,432	4,433	275.3	6.4
PUERTO RICO	1,012	3,974	6,209	5,197	2,235	513.5	56.2
RHODE ISLAND	4,620	12,135	12,463	7,843	328	169.8	2.7
SOUTH CAROLINA	10,821	23,272	23,607	12,786	335	118.2	1.4
SOUTH DAKOTA	1,196	4,035	4,903	3,707	868	309.9	21.5
TENNESSEE	35,243	43,273	43,477	8,234	204	23.4	0.5
TEXAS	50,890	154,478	153,535	102,645	-943	201.7	-0.6
UTAH	13,584	14,439	14,798	1,214	359	8.9	2.5
VERMONT	2,026	3,793	4,128	2,102	335	103.8	8.8
VIRGINIA	16,211	43,886	45,079	28,868	1,193	178.1	2.7
WASHINGTON	10,129	34,327	33,920	23,791	-407	234.9	-1.2
WEST VIRGINIA	5,743	17,235	18,107	12,364	872	215.3	5.1
WISCONSIN	14,378	29,622	29,717	15,339	95	106.7	0.3
WYOMING	3,084	5,152	5,281	2,197	129	71.2	2.5
AMERICAN SAMOA	37	0	0	-37	0	-100.0	0.0
GUAM	148	652	705	557	53	376.4	8.1
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	269	-	-	-	-	-	-
VIRGIN ISLANDS	176	9	282	106	273	60.2	3,033.3
BUR. OF INDIAN AFFAIRS	-	3,057	2,905	-	-152	-	-5.0
U.S. & INSULAR AREAS	797,226	1,839,292	1,872,339	1,075,113	33,047	134.9	1.8
50 STATES, D.C. & P.R.	796,596	1,835,574	1,868,447	1,071,851	32,873	134.6	1.8

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 23

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

SPEECH IMPAIRED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1984-85	NUMBER SERVED 1985-86	CHANGE IN NUMBER SERVED 1976-77 - 1985-86	CHANGE IN NUMBER SERVED 1984-85 - 1985-86	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1985-86	PERCENT CHANGE IN NUMBER SERVED 1984-85 - 1985-86
ALABAMA	14,096	19,420	19,992	5,896	572	41.8	2.9
ALASKA	1,844	3,041	3,197	1,353	156	73.4	5.1
ARIZONA	11,379	11,558	11,461	82	-97	0.7	-0.8
ARKANSAS	7,182	9,749	9,205	2,023	-544	28.2	-5.6
CALIFORNIA	127,817	92,257	95,572	-32,245	3,315	-25.2	3.6
COLORADO	13,169	8,021	8,136	-5,033	115	-38.2	1.4
CONNECTICUT	16,518	13,004	13,278	-3,240	274	-19.6	2.1
DELAWARE	3,395	1,944	1,883	-1,512	-61	-44.5	-3.1
DISTRICT OF COLUMBIA	2,498	1,786	1,526	-972	-260	-38.9	-14.6
FLORIDA	37,253	50,879	54,190	16,937	3,311	45.5	6.5
GEORGIA	23,322	24,499	21,596	-1,726	-2,903	-7.4	-11.8
HAWAII	2,452	2,308	2,287	-165	-21	-6.7	-0.9
IDAHO	3,282	4,507	4,074	792	-433	24.1	-9.6
ILLINOIS	80,274	72,357	71,573	-8,701	-784	-10.8	-1.1
INDIANA	48,759	40,919	39,757	-9,002	-1,162	-18.5	-2.8
IOWA	17,475	14,227	13,627	-3,848	-600	-22.0	-4.2
KANSAS	15,501	11,982	11,851	-3,650	-131	-23.5	-1.1
KENTUCKY	21,541	25,940	25,910	4,369	-30	20.3	-0.1
LOUISIANA	44,028	21,734	21,475	-22,553	-259	-51.2	-1.2
MAINE	5,973	6,601	6,823	850	222	14.2	3.4
MARYLAND	30,284	25,388	25,547	-4,737	159	-15.6	0.6
MASSACHUSETTS	35,077	32,443	32,766	-2,311	323	-6.6	1.0
MICHIGAN	67,464	43,154	42,641	-24,823	-513	-36.8	-1.2
MINNESOTA	26,692	19,091	18,759	-7,933	-332	-29.7	-1.7
MISSISSIPPI	9,616	17,233	17,362	7,746	129	80.6	0.7
MISSOURI	36,296	29,730	29,735	-6,561	5	-18.1	0.0
MONTANA	2,491	4,875	4,552	2,061	-323	82.7	-6.6
NEBRASKA	10,331	9,051	9,098	-1,233	47	-11.9	0.5
NEVADA	3,127	3,183	3,157	30	-26	1.0	-0.8
NEW HAMPSHIRE	1,338	2,928	3,095	1,757	167	131.3	5.7
NEW JERSEY	68,945	60,492	61,092	-7,853	600	-11.4	1.0
NEW MEXICO	2,058	8,544	9,401	7,343	857	356.8	10.0
NEW YORK	61,549	36,939	36,937	-24,612	-2	-40.0	0.0
NORTH CAROLINA	26,913	27,261	27,036	123	-225	0.5	-0.8
NORTH DAKOTA	3,923	3,960	3,979	56	19	1.4	0.5
OHIO	58,867	56,483	54,904	-3,963	-1,579	-6.7	-2.8
OKLAHOMA	14,136	20,606	20,855	6,719	249	47.5	1.2
OREGON	10,802	11,952	11,087	285	-865	2.6	-7.2
PENNSYLVANIA	99,213	59,834	59,895	-39,318	61	-39.6	0.1
PUERTO RICO	219	1,764	1,760	1,541	-4	703.7	-0.2
RHODE ISLAND	5,217	3,105	3,259	-1,958	154	-37.5	5.0
SOUTH CAROLINA	23,370	20,512	20,535	-2,835	23	-12.1	0.1
SOUTH DAKOTA	5,978	5,482	5,304	-674	-178	-11.3	-3.2
TENNESSEE	31,702	28,891	27,655	-4,047	-1,236	-12.8	-4.3
TEXAS	78,523	67,865	66,886	-11,637	-979	-14.8	-1.4
UTAH	6,632	8,587	8,522	1,890	-65	28.5	-0.8
VERMONT	1,765	3,049	3,228	1,463	179	82.9	5.9
VIRGINIA	29,693	30,052	29,517	-176	-535	-0.6	-1.8
WASHINGTON	24,655	14,392	14,651	-10,004	259	-40.6	1.8
WEST VIRGINIA	9,947	13,235	13,888	3,941	653	39.6	4.9
WISCONSIN	15,404	17,966	18,862	3,458	896	22.4	5.0
WYOMING	1,810	3,171	3,320	1,510	149	83.4	4.7
AMERICAN SAMOA	0	0	40	40	40	100.0	100.0
GUAM	481	216	177	-304	-39	-63.2	-18.1
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	77	-	-	-	-	-	-
VIRGIN ISLANDS	325	0	222	-103	222	-31.7	100.0
BUR. OF INDIAN AFFAIRS	-	1,250	1,334	-	84	-	6.7
U.S. & INSULAR AREAS	1,302,678	1,129,417	1,128,471	-174,207	-946	-13.4	-0.1
50 STATES, D.C. & P.R.	1,301,795	1,127,951	1,126,698	-175,097	-1,253	-13.5	-0.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 24

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

MENTALLY RETARDED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1984-85	NUMBER SERVED 1985-86	CHANGE IN NUMBER SERVED 1976-77 - 1985-86	CHANGE IN NUMBER SERVED 1984-85 - 1985-86	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1985-86	PERCENT CHANGE IN NUMBER SERVED 1984-85 - 1985-86
ALABAMA	31,203	34,313	33,638	2,435	-675	7.8	-2.0
ALASKA	1,277	591	690	-587	99	-46.0	16.8
ARIZONA	8,608	5,666	5,572	-3,036	-94	-35.3	-1.7
ARKANSAS	14,674	14,329	13,703	-971	-626	-6.6	-4.4
CALIFORNIA	42,916	28,501	27,119	-15,797	-1,382	-36.8	-4.8
COLORADO	10,077	5,188	4,445	-5,632	-743	-55.9	-14.3
CONNECTICUT	10,132	5,611	5,266	-4,866	-345	-48.0	-6.1
DELAWARE	3,199	1,796	1,703	-1,496	-93	-46.8	-5.2
DISTRICT OF COLUMBIA	2,918	1,374	1,385	-1,533	11	-52.5	0.8
FLORIDA	34,311	27,317	26,587	-7,724	-730	-22.5	-2.7
GEORGIA	31,744	24,958	18,078	-13,666	-6,880	-43.1	-27.6
HAWAII	2,434	1,286	1,261	-1,173	-25	-48.2	-1.9
IDAHO	3,567	2,763	3,172	-395	409	-11.1	14.8
ILLINOIS	48,974	34,859	30,871	-18,103	-3,988	-37.0	-11.4
INDIANA	27,784	23,462	22,906	-4,878	-556	-17.6	-2.4
IOWA	12,663	12,286	12,111	-552	-175	-4.4	-1.4
KANSAS	8,665	6,190	6,133	-2,532	-57	-29.2	-0.9
KENTUCKY	22,872	20,119	19,416	-3,456	-703	-15.1	-3.5
LOUISIANA	24,547	12,755	11,957	-12,590	-798	-51.3	-6.3
MAINE	5,664	4,622	4,522	-1,142	-100	-20.2	-2.2
MARYLAND	17,523	7,317	7,287	-10,236	-30	-58.4	-0.4
MASSACHUSETTS	34,972	30,071	30,165	-4,807	94	-13.7	0.3
MICHIGAN	34,715	26,188	23,583	-11,132	-2,605	-32.1	-9.9
MINNESOTA	15,140	12,956	12,499	-2,641	-457	-17.4	-3.5
MISSISSIPPI	15,487	12,412	11,354	-4,133	-1,058	-26.7	-8.5
MISSOURI	25,304	18,353	17,639	-7,665	-714	-30.3	-3.9
MONTANA	2,114	1,549	1,372	-742	-177	-35.1	-11.4
NEBRASKA	7,557	5,098	4,929	-2,628	-169	-34.8	-3.3
NEVADA	1,586	953	987	-599	34	-37.8	3.6
NEW HAMPSHIRE	2,720	1,146	1,093	-1,627	-53	-59.8	-4.6
NEW JERSEY	22,394	10,064	8,800	-13,594	-1,264	-60.7	-12.6
NEW MEXICO	4,519	2,695	2,421	-2,098	-274	-46.4	-10.2
NEW YORK	55,582	33,009	31,073	-24,509	-1,936	-44.1	-5.9
NORTH CAROLINA	46,334	26,015	23,748	-22,586	-2,267	-48.7	-8.7
NORTH DAKOTA	1,974	1,823	1,787	-187	-36	-9.5	-2.0
OHIO	67,626	53,983	52,443	-15,183	-1,540	-22.5	-2.9
OKLAHOMA	12,753	12,025	11,898	-855	-127	-6.7	-1.1
OREGON	7,697	4,816	4,448	-3,249	-368	-42.2	-7.6
PENNSYLVANIA	56,461	43,350	43,444	-13,017	94	-23.1	0.2
PUERTO RICO	8,132	22,137	23,593	15,461	1,456	190.1	6.6
RHODE ISLAND	2,483	1,662	1,326	-1,157	-336	-46.6	-20.2
SOUTH CAROLINA	29,944	19,672	18,657	-11,287	-1,015	-37.7	-5.2
SOUTH DAKOTA	1,787	1,692	1,678	-109	-14	-6.1	-0.8
TENNESSEE	23,019	16,933	15,413	-7,606	-1,520	-33.0	-9.0
TEXAS	47,580	29,027	28,507	-19,073	-520	-40.1	-1.8
UTAH	5,117	3,650	3,702	-1,415	52	-27.7	1.4
VERMONT	2,133	2,378	2,161	28	-217	1.3	-9.1
VIRGINIA	22,359	14,766	15,214	-7,145	448	-32.0	3.0
WASHINGTON	11,684	8,783	8,733	-2,951	-50	-25.3	-0.6
WEST VIRGINIA	11,963	10,132	10,257	-1,706	125	-14.3	1.2
WISCONSIN	19,187	12,731	12,336	-6,851	-395	-35.7	-3.1
WYOMING	1,197	897	865	-332	-32	-27.7	-3.6
AMERICAN SAMOA	71	116	134	63	18	88.7	15.5
GUAM	739	834	748	9	-86	1.2	-10.3
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	526	-	-	-	-	-	-
VIRGIN ISLANDS	954	64	751	-203	687	-21.3	1,073.4
BUR. OF INDIAN AFFAIRS	-	502	497	-	-5	-	-1.0
U.S. & INSULAR AREAS	969,562	717,785	686,077	-283,485	-31,708	-29.2	-4.4
50 STATES, D.C. & P.R.	967,272	716,269	683,947	-283,325	-32,322	-29.3	-4.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 25

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

EMOTIONALLY DISTURBED

	←NUMBER SERVED→			←CHANGE IN NUMBER SERVED→		←PERCENT CHANGE IN NUMBER SERVED→	
STATE	1976-77	1984-85	1985-86	1976-77 - 1985-86	1984-85 - 1985-86	1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	917	5,468	5,903	4,986	435	543.7	8.0
ALASKA	335	307	328	-7	21	-2.1	6.8
ARIZONA	3,665	5,145	4,332	667	-813	18.2	-15.8
ARKANSAS	240	469	494	254	25	105.8	5.3
CALIFORNIA	21,990	9,090	9,612	-12,378	522	-56.3	5.7
COLORADO	4,844	8,217	8,479	3,635	262	75.0	3.2
CONNECTICUT	10,381	13,471	13,446	3,065	-25	29.5	-0.2
DELAWARE	2,753	3,023	3,020	267	-3	9.7	-0.1
DISTRICT OF COLUMBIA	1,086	741	792	-294	51	-27.1	6.9
FLORIDA	7,584	19,179	20,326	12,742	1,147	168.0	6.0
GEORGIA	9,077	17,641	15,224	6,147	-2,417	67.7	-13.7
HAWAII	158	444	500	342	56	216.5	12.6
IDAHO	581	548	597	16	49	2.8	8.9
ILLINOIS	31,157	31,166	29,960	-1,197	-1,206	-3.8	-3.9
INDIANA	1,400	3,373	3,638	2,238	265	159.9	7.9
IOWA	1,757	5,945	6,079	4,322	134	246.0	2.3
KANSAS	1,980	4,193	4,527	2,547	334	128.6	8.0
KENTUCKY	1,534	2,666	2,653	1,119	-13	72.9	-0.5
LOUISIANA	3,499	3,994	3,996	497	2	14.2	0.1
MAINE	2,904	4,128	4,441	1,537	313	52.9	7.6
MARYLAND	3,787	4,055	3,999	212	-56	5.6	-1.4
MASSACHUSETTS	24,467	19,393	19,428	-5,039	35	-20.6	0.2
MICHIGAN	13,224	22,203	21,869	8,645	-334	65.4	-1.5
MINNESOTA	4,403	7,777	8,896	4,493	1,119	102.0	14.4
MISSISSIPPI	50	401	338	288	-63	576.0	-15.7
MISSOURI	5,359	7,511	7,772	2,413	261	45.0	3.5
MONTANA	317	697	662	345	-35	108.8	-5.0
NEBRASKA	977	2,362	2,368	1,391	6	142.4	0.3
NEVADA	548	915	981	433	66	79.0	7.2
NEW HAMPSHIRE	686	1,298	1,390	704	92	102.6	7.1
NEW JERSEY	11,758	14,720	14,453	2,695	-267	22.9	-1.8
NEW MEXICO	1,278	2,791	3,037	1,759	246	137.6	8.8
NEW YORK	46,948	45,403	46,767	-181	1,364	-0.4	3.0
NORTH CAROLINA	2,462	7,013	7,317	4,855	304	197.2	4.3
NORTH DAKOTA	206	389	407	201	18	97.6	4.6
OHIO	1,940	7,037	7,088	5,148	51	265.4	0.7
OKLAHOMA	462	1,123	1,215	753	92	163.0	8.2
OREGON	2,439	2,811	2,611	172	-200	7.1	-7.1
PENNSYLVANIA	9,791	16,601	17,635	7,844	1,034	80.1	6.2
PUERTO RICO	376	1,284	1,375	999	91	265.7	7.1
RHODE ISLAND	1,248	1,217	1,265	17	48	1.4	3.9
SOUTH CAROLINA	4,058	6,081	6,220	2,162	139	53.3	2.3
SOUTH DAKOTA	149	517	604	455	87	305.4	16.8
TENNESSEE	2,482	2,872	2,520	38	-352	1.5	-12.3
TEXAS	9,731	19,898	21,145	11,414	1,247	117.3	6.3
UTAH	10,280	11,894	11,392	1,112	-502	10.8	-4.2
VERMONT	127	406	489	362	83	285.0	20.4
VIRGINIA	3,689	7,521	7,313	3,624	-208	98.2	-2.8
WASHINGTON	5,891	3,659	3,886	-2,005	227	-34.0	6.2
WEST VIRGINIA	635	1,992	2,224	1,589	232	250.2	11.6
WISCONSIN	4,836	10,863	11,318	6,482	455	134.0	4.2
WYOMING	447	972	258	-189	-714	-42.3	-73.5
AMERICAN SAMOA	0	0	1	1	1	100.0	100.0
GUAM	23	55	65	42	10	182.6	18.2
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	95	-	-	-	-	-	-
VIRGIN ISLANDS	76	11	44	-32	33	-42.1	300.0
BUR. OF INDIAN AFFAIRS	-	257	244	-	-13	-	-5.1
U.S. & INSULAR AREAS	283,087	373,207	376,943	93,856	3,736	33.2	1.0
50 STATES, D.C. & P.R.	282,893	372,884	376,589	93,696	3,705	33.1	1.0

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 26

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

HARD OF HEARING & DEAF

STATE	←NUMBER SERVED→			←CHANGE IN NUMBER SERVED→		←PERCENT CHANGE IN NUMBER SERVED→	
	1976-77	1984-85	1985-86	1976-77 - 1985-86	1984-85 - 1985-86	1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	924	1,174	1,140	216	-34	23.4	-2.9
ALASKA	482	165	190	-292	25	-60.6	15.2
ARIZONA	907	1,130	1,025	118	-105	13.0	-9.3
ARKANSAS	515	609	603	88	-6	17.1	-1.0
CALIFORNIA	7,124	7,159	7,347	223	188	3.1	2.6
COLORADO	1,181	932	893	-288	-39	-24.4	-4.2
CONNECTICUT	1,890	867	847	-1,043	-20	-55.2	-2.3
DELAWARE	168	271	289	121	18	72.0	6.6
DISTRICT OF COLUMBIA	278	69	42	-236	-27	-84.9	-39.1
FLORIDA	2,163	2,037	1,802	-361	-235	-16.7	-11.5
GEORGIA	2,249	1,547	927	-1,322	-620	-58.8	-40.1
HAWAII	335	283	235	-100	-48	-29.9	-17.0
IDAHO	421	413	361	-60	-52	-14.3	-12.6
ILLINOIS	4,349	3,737	3,587	-762	-150	-17.5	-4.0
INDIANA	1,660	1,261	1,220	-440	-41	-26.5	-3.3
IOWA	915	964	905	-10	-59	-1.1	-6.1
KANSAS	1,981	663	650	-1,331	-13	-67.2	-2.0
KENTUCKY	1,256	914	836	-420	-78	-33.4	-8.5
LOUISIANA	1,378	1,675	1,680	302	5	21.9	0.3
MAINE	593	502	443	-150	-59	-25.3	-11.8
MARYLAND	1,627	1,438	1,419	-208	-19	-12.8	-1.3
MASSACHUSETTS	6,738	1,933	1,955	-4,783	22	-71.0	1.1
MICHIGAN	3,101	2,952	2,762	-339	-190	-10.9	-6.4
MINNESOTA	1,574	1,492	1,504	-70	12	-4.4	0.8
MISSISSIPPI	801	580	558	-243	-22	-30.3	-3.8
MISSOURI	1,465	960	881	-584	-79	-39.9	-8.2
MONTANA	361	261	269	-92	8	-25.5	3.1
NEBRASKA	474	451	465	-9	14	-1.9	3.1
NEVADA	204	132	149	-55	17	-27.0	12.9
NEW HAMPSHIRE	432	270	233	-199	-37	-46.1	-13.7
NEW JERSEY	2,794	1,662	1,636	-1,158	-26	-41.4	-1.6
NEW MEXICO	422	404	414	-8	10	-1.9	2.5
NEW YORK	5,893	5,180	4,531	-1,362	-649	-23.1	-12.5
NORTH CAROLINA	2,336	2,076	2,096	-240	20	-10.3	1.0
NORTH DAKOTA	205	197	178	-27	-19	-13.2	-9.6
OHIO	2,779	2,518	2,473	-306	-45	-11.0	-1.8
OKLAHOMA	816	878	866	50	-12	6.1	-1.4
OREGON	1,265	1,339	1,207	-58	-132	-4.6	-9.9
PENNSYLVANIA	5,453	3,653	3,616	-1,837	-37	-33.7	-1.0
PUERTO RICO	991	2,439	2,717	1,726	278	174.2	11.4
RHODE ISLAND	356	223	216	-140	-7	-39.3	-3.1
SOUTH CAROLINA	1,613	1,126	1,028	-585	-98	-36.3	-8.7
SOUTH DAKOTA	248	255	185	-63	-70	-25.4	-27.5
TENNESSEE	2,176	1,759	1,630	-546	-129	-25.1	-7.3
TEXAS	6,421	4,967	4,846	-1,575	-121	-24.5	-2.4
UTAH	746	841	840	94	-1	12.6	-0.1
VERMONT	138	187	199	61	12	44.2	6.4
VIRGINIA	1,797	1,540	1,337	-460	-203	-25.6	-13.2
WASHINGTON	2,359	1,363	1,384	-975	21	-41.3	1.5
WEST VIRGINIA	576	466	469	-107	3	-18.6	0.6
WISCONSIN	1,267	1,102	1,028	-239	-74	-18.9	-6.7
WYOMING	185	144	187	2	43	1.1	29.9
AMERICAN SAMOA	24	0	10	-14	10	-58.3	100.0
GUAM	1,164	37	37	-1,127	0	-96.8	0.0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	71	-	-	-	-	-	-
VIRGIN ISLANDS	117	2	43	-74	41	-63.2	2,050.0
BUR. OF INDIAN AFFAIRS	-	31	23	-	-8	-	-25.8
U.S. & INSULAR AREAS	89,758	71,230	68,413	-21,345	-2,817	-23.8	-4.0
50 STATES, D.C. & P.R.	88,382	71,160	68,300	-20,082	-2,860	-22.7	-4.0

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 27

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

MULTIHANDICAPPED

STATE	←NUMBER SERVED→ 1976-77	1984-85	1985-86	←CHANGE IN NUMBER SERVED→ 1976-77 - 1985-86	1984-85 - 1985-86	←PERCENT CHANGE IN NUMBER SERVED→ 1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	-	962	1,011	-	49	-	5.1
ALASKA	-	234	268	-	34	-	14.5
ARIZONA	-	927	1,003	-	76	-	8.2
ARKANSAS	-	609	570	-	-39	-	-6.4
CALIFORNIA	-	5,558	5,162	-	-396	-	-7.1
COLORADO	-	2,374	3,055	-	681	-	28.7
CONNECTICUT	-	637	1,007	-	370	-	58.1
DELAWARE	-	43	211	-	168	-	390.7
DISTRICT OF COLUMBIA	-	86	62	-	-24	-	-27.9
FLORIDA	-	0	117	-	117	-	100.0
GEORGIA	-	71	12,898	-	12,827	-	18,066.2
HAWAII	-	221	205	-	-16	-	-7.2
IDAHO	-	390	481	-	91	-	23.3
ILLINOIS	-	0	0	-	0	-	0.0
INDIANA	-	1,496	1,432	-	-64	-	-4.3
IOWA	-	688	697	-	9	-	1.3
KANSAS	-	636	624	-	-12	-	-1.9
KENTUCKY	-	1,452	1,327	-	-125	-	-8.6
LOUISIANA	-	1,199	1,251	-	52	-	4.3
MAINE	-	745	777	-	32	-	4.3
MARYLAND	-	3,113	3,711	-	598	-	19.2
MASSACHUSETTS	-	3,084	3,106	-	22	-	0.7
MICHIGAN	-	144	1,690	-	1,546	-	1,073.6
MINNESOTA	-	5	0	-	-5	-	-100.0
MISSISSIPPI	-	325	298	-	-27	-	-8.3
MISSOURI	-	755	640	-	-115	-	-15.2
MONTANA	-	426	367	-	-59	-	-13.8
NEBRASKA	-	429	604	-	175	-	40.8
NEVADA	-	483	547	-	64	-	13.3
NEW HAMPSHIRE	-	224	300	-	76	-	33.9
NEW JERSEY	-	8,409	9,292	-	883	-	10.5
NEW MEXICO	-	916	809	-	-107	-	-11.7
NEW YORK	-	10,623	11,758	-	1,135	-	10.7
NORTH CAROLINA	-	1,781	1,812	-	31	-	1.7
NORTH DAKOTA	-	0	0	-	0	-	0.0
OHIO	-	3,463	3,832	-	369	-	10.7
OKLAHOMA	-	1,474	1,466	-	-8	-	-0.5
OREGON	-	148	0	-	-148	-	-100.0
PENNSYLVANIA	-	0	0	-	0	-	0.0
PUERTO RICO	-	2,920	2,975	-	55	-	1.9
RHODE ISLAND	-	102	90	-	-12	-	-11.8
SOUTH CAROLINA	-	456	701	-	245	-	53.7
SOUTH DAKOTA	-	621	530	-	-91	-	-14.7
TENNESSEE	-	1,789	1,739	-	-50	-	-2.8
TEXAS	-	4,092	3,980	-	-112	-	-2.7
UTAH	-	1,400	1,464	-	64	-	4.6
VERMONT	-	161	172	-	11	-	6.8
VIRGINIA	-	2,774	1,903	-	-871	-	-31.4
WASHINGTON	-	1,916	2,134	-	218	-	11.4
WEST VIRGINIA	-	175	206	-	31	-	17.7
WISCONSIN	-	783	821	-	38	-	4.9
WYOMING	-	112	126	-	14	-	12.5
AMERICAN SAMOA	-	0	10	-	10	-	100.0
GUAM	-	128	117	-	-11	-	-8.6
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	26	51	-	25	-	96.2
BUR. OF INDIAN AFFAIRS	-	195	292	-	97	-	49.7
U.S. & INSULAR AREAS	-	71,780	89,701	-	17,921	-	25.0
50 STATES, D.C. & P.R.	-	71,431	89,231	-	17,800	-	24.9

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 28

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1984-85	1985-86	1976-77 - 1985-86	1984-85 - 1985-86	1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	602	471	508	-94	37	-15.6	7.9
ALASKA	104	218	155	51	-63	49.0	-28.9
ARIZONA	460	672	550	90	-122	19.6	-18.2
ARKANSAS	255	310	349	94	39	36.9	12.6
CALIFORNIA	26,757	6,949	6,964	-19,793	15	-74.0	0.2
COLORADO	1,580	964	971	-609	7	-38.5	0.7
CONNECTICUT	984	324	329	-655	5	-66.6	1.5
DELAWARE	303	285	361	58	76	19.1	26.7
DISTRICT OF COLUMBIA	194	74	65	-129	-9	-66.5	-12.2
FLORIDA	2,042	2,060	2,227	185	167	9.1	8.1
GEORGIA	692	842	501	-191	-341	-27.6	-40.5
HAWAII	194	364	373	179	9	92.3	2.5
IDAHO	611	393	503	-108	110	-17.7	28.0
ILLINOIS	3,451	4,209	4,156	705	-53	20.4	-1.3
INDIANA	837	734	782	-55	48	-6.6	6.5
IOWA	452	1,044	1,097	645	53	142.7	5.1
KANSAS	310	558	585	275	27	88.7	4.8
KENTUCKY	451	601	534	83	-67	18.4	-11.1
LOUISIANA	586	841	1,004	418	163	71.3	19.4
MAINE	378	422	411	33	-11	8.7	-2.6
MARYLAND	881	820	806	-75	-14	-8.5	-1.7
MASSACHUSETTS	5,905	1,504	1,538	-4,367	34	-74.0	2.3
MICHIGAN	3,772	4,524	4,024	252	-500	6.7	-11.1
MINNESOTA	939	1,378	1,371	432	-7	46.0	-0.5
MISSISSIPPI	140	367	458	318	91	227.1	24.8
MISSOURI	1,066	833	818	-248	-15	-23.3	-1.8
MONTANA	82	121	139	57	18	69.5	14.9
NEBRASKA	273	612	662	389	50	142.5	8.2
NEVADA	178	250	241	63	-9	35.4	-3.6
NEW HAMPSHIRE	241	143	157	-84	14	-34.9	9.8
NEW JERSEY	1,977	919	997	-980	78	-49.6	8.5
NEW MEXICO	450	370	429	-21	59	-4.7	15.9
NEW YORK	5,786	3,967	3,477	-2,309	-490	-39.9	-12.4
NORTH CAROLINA	943	1,008	1,029	86	21	9.1	2.1
NORTH DAKOTA	81	228	233	152	5	187.7	2.2
OHIO	2,729	3,645	3,707	978	62	35.8	1.7
OKLAHOMA	512	441	393	-119	-48	-23.2	-10.9
OREGON	850	829	846	-4	17	-0.5	2.1
PENNSYLVANIA	3,125	2,008	1,997	-1,128	-11	-36.1	-0.5
PUERTO RICO	210	2,358	2,407	2,197	49	1,046.2	2.1
RHODE ISLAND	181	229	222	41	-7	22.7	-3.1
SOUTH CAROLINA	923	786	711	-212	-75	-23.0	-9.5
SOUTH DAKOTA	207	244	214	7	-30	3.4	-12.3
TENNESSEE	1,297	1,063	981	-316	-82	-24.4	-7.7
TEXAS	8,091	4,085	4,263	-3,828	178	-47.3	4.4
UTAH	291	370	354	63	-16	21.6	-4.3
VERMONT	18	108	114	96	6	533.3	5.6
VIRGINIA	997	632	1,012	15	380	1.5	60.1
WASHINGTON	1,667	1,182	1,251	-416	69	-25.0	5.8
WEST VIRGINIA	490	346	422	-68	76	-13.9	22.0
WISCONSIN	1,331	852	1,010	-321	158	-24.1	18.5
WYOMING	97	204	209	112	5	115.5	2.5
AMERICAN SAMOA	0	0	4	4	4	100.0	100.0
GUAM	2	36	44	42	8	2,100.0	22.2
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	4	-	-	-	-	-	-
VIRGIN ISLANDS	42	7	1	-41	-6	-97.6	-85.7
BUR. OF INDIAN AFFAIRS	-	31	34	-	3	-	9.7
U.S. & INSULAR AREAS	87,021	58,835	59,000	-28,021	165	-32.2	0.3
50 STATES, D.C. & P.R.	86,973	58,761	58,917	-28,056	156	-32.3	0.3

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 29

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

OTHER HEALTH IMPAIRED

STATE	←NUMBER SERVED→			←CHANGE IN NUMBER SERVED→		←PERCENT CHANGE IN NUMBER SERVED→	
	1976-77	1984-85	1985-86	1976-77 - 1985-86	1984-85 - 1985-86	1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	435	595	652	217	57	49.9	9.6
ALASKA	1,547	144	83	-1,464	-61	-94.6	-42.4
ARIZONA	450	663	584	134	-79	29.8	-11.9
ARKANSAS	269	235	248	-21	13	-7.8	5.5
CALIFORNIA	28,164	12,442	12,544	-15,620	102	-55.5	0.8
COLORADO	6	0	0	-6	0	-100.0	0.0
CONNECTICUT	2,303	941	1,021	-1,282	80	-55.7	8.5
DELAWARE	19	79	54	35	-25	184.2	-31.6
DISTRICT OF COLUMBIA	506	91	96	-410	5	-81.0	5.5
FLORIDA	1,283	1,987	2,305	1,022	318	79.7	16.0
GEORGIA	1,553	463	291	-1,262	-172	-81.3	-37.1
HAWAII	48	13	9	-39	-4	-81.3	-30.8
IDAHO	140	511	575	435	64	310.7	12.5
ILLINOIS	6,635	1,746	1,721	-4,914	-25	-74.1	-1.4
INDIANA	1,134	255	284	-850	29	-75.0	11.4
IOWA	12	8	3	-9	-5	-75.0	-62.5
KANSAS	431	389	246	-185	-143	-42.9	-36.8
KENTUCKY	1,533	659	449	-1,084	-210	-70.7	-31.9
LOUISIANA	1,598	1,575	1,438	-160	-137	-10.0	-8.7
MAINE	706	495	396	-310	-99	-43.9	-20.0
MARYLAND	180	826	924	744	98	413.3	11.9
MASSACHUSETTS	3,807	2,048	2,085	-1,722	37	-45.2	1.8
MICHIGAN	1,382	247	493	-889	246	-64.3	99.6
MINNESOTA	1,363	820	845	-518	25	-38.0	3.0
MISSISSIPPI	203	1	5	-198	4	-97.5	400.0
MISSOURI	1,376	677	805	-571	128	-41.5	18.9
MONTANA	130	149	207	77	58	59.2	38.9
NEBRASKA	47	0	0	-47	0	-100.0	0.0
NEVADA	631	290	265	-366	-25	-58.0	-8.6
NEW HAMPSHIRE	1,135	278	266	-869	-12	-76.6	-4.3
NEW JERSEY	2,588	923	1,274	-1,314	351	-50.8	38.0
NEW MEXICO	51	1,245	551	500	-694	980.4	-55.7
NEW YORK	25,846	20,915	9,702	-16,144	-11,213	-62.5	-53.6
NORTH CAROLINA	503	1,317	1,510	1,007	193	200.2	14.7
NORTH DAKOTA	55	120	99	44	-21	80.0	-17.5
OHIO	801	0	0	-801	0	-100.0	0.0
OKLAHOMA	243	250	235	-8	-15	-3.3	-6.0
OREGON	2,530	557	673	-1,857	116	-73.4	20.8
PENNSYLVANIA	9,663	0	0	-9,663	0	-100.0	0.0
PUERTO RICO	86	1,118	1,156	1,070	38	1,244.2	3.4
RHODE ISLAND	1,740	271	217	-1,523	-54	-87.5	-19.9
SOUTH CAROLINA	671	181	198	-473	17	-70.5	9.4
SOUTH DAKOTA	311	50	93	-218	43	-70.1	86.0
TENNESSEE	2,343	1,647	1,172	-1,171	-475	-50.0	-28.8
TEXAS	30,747	8,212	7,963	-22,784	-249	-74.1	-3.0
UTAH	234	239	304	70	65	29.9	27.2
VERMONT	145	118	125	-20	7	-13.8	5.9
VIRGINIA	1,342	379	522	-820	143	-61.1	37.7
WASHINGTON	722	1,836	2,109	1,387	273	192.1	14.9
WEST VIRGINIA	429	269	523	94	254	21.9	94.4
WISCONSIN	1,043	478	429	-614	-49	-58.9	-10.3
WYOMING	252	328	334	82	6	32.5	1.8
AMERICAN SAMOA	3	0	0	-3	0	-100.0	0.0
GUAM	26	5	8	-18	3	-69.2	60.0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	31	-	-	-	-	-	-
VIRGIN ISLANDS	0	5	0	0	-5	0.0	-100.0
BUR. OF INDIAN AFFAIRS	-	28	51	-	23	-	82.1
U.S. & INSULAR AREAS	141,433	69,118	58,142	-83,291	-10,976	-58.9	-15.9
50 STATES, D.C. & P.R.	141,373	69,080	58,083	-83,290	-10,997	-58.9	-15.9

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 30

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

VISUALLY HANDICAPPED

STATE	←NUMBER SERVED→ 1976-77	1984-85	1985-86	←CHANGE IN NUMBER SERVED→ 1976-77 - 1985-86	1984-85 - 1985-86	←PERCENT CHANGE IN NUMBER SERVED→ 1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	376	478	469	93	-9	24.7	-1.9
ALASKA	83	51	44	-39	-7	-47.0	-13.7
ARIZONA	365	410	412	47	2	12.9	0.5
ARKANSAS	281	246	265	-16	19	-5.7	7.7
CALIFORNIA	3,121	2,227	2,448	-673	221	-21.6	9.9
COLORADO	425	325	318	-107	-7	-25.2	-2.2
CONNECTICUT	677	743	531	-146	-212	-21.6	-28.5
DELAWARE	80	127	141	61	14	76.2	11.0
DISTRICT OF COLUMBIA	122	32	26	-96	-6	-78.7	-18.8
FLORIDA	774	714	801	27	87	3.5	12.2
GEORGIA	831	577	513	-318	-64	-38.3	-11.1
HAWAII	46	76	74	28	-2	60.9	-2.6
IDAHO	369	173	212	-157	39	-42.5	22.5
ILLINOIS	1,631	1,333	1,284	-347	-49	-21.3	-3.7
INDIANA	650	567	545	-105	-22	-16.2	-3.9
IOWA	230	242	247	17	5	7.4	2.1
KANSAS	331	258	263	-68	5	-20.5	1.9
KENTUCKY	449	528	543	94	15	20.9	2.8
LOUISIANA	532	518	531	-1	13	-0.2	2.5
MAINE	224	169	119	-105	-50	-46.9	-29.6
MARYLAND	810	762	777	-33	15	-4.1	2.0
MASSACHUSETTS	2,485	878	883	-1,602	5	-64.5	0.6
MICHIGAN	1,314	909	910	-404	1	-30.7	0.1
MINNESOTA	570	417	408	-162	-9	-28.4	-2.2
MISSISSIPPI	175	209	214	39	5	22.3	2.4
MISSOURI	661	325	283	-378	-42	-57.2	-12.9
MONTANA	234	174	180	-54	6	-23.1	3.4
NEBRASKA	180	174	164	-16	-10	-8.9	-5.7
NEVADA	79	56	64	-15	8	-19.0	14.3
NEW HAMPSHIRE	275	191	114	-161	-77	-58.5	-40.3
NEW JERSEY	1,435	1,169	1,162	-273	-7	-19.0	-0.6
NEW MEXICO	197	123	139	-58	16	-29.4	13.0
NEW YORK	4,134	1,960	1,683	-2,451	-277	-59.3	-14.1
NORTH CAROLINA	850	661	618	-232	-43	-27.3	-6.5
NORTH DAKOTA	94	66	64	-30	-2	-31.9	-3.0
OHIO	1,174	966	953	-221	-13	-18.8	-1.3
OKLAHOMA	246	311	274	28	-37	11.4	-11.9
OREGON	503	596	459	-44	-137	-8.7	-23.0
PENNSYLVANIA	3,316	1,553	1,551	-1,765	-2	-53.2	-0.1
PUERTO RICO	177	2,246	2,316	2,139	70	1,208.5	3.1
RHODE ISLAND	127	89	86	-41	-3	-32.3	-3.4
SOUTH CAROLINA	959	519	478	-481	-41	-50.2	-7.9
SOUTH DAKOTA	63	84	60	-3	-24	-4.8	-28.6
TENNESSEE	992	698	769	-223	71	-22.5	10.2
TEXAS	1,571	2,085	2,201	630	116	40.1	5.6
UTAH	321	352	391	70	39	21.8	11.1
VERMONT	32	52	43	11	-9	34.4	-17.3
VIRGINIA	1,528	1,780	868	-660	-912	-43.2	-51.2
WASHINGTON	949	360	334	-615	-26	-64.8	-7.2
WEST VIRGINIA	353	288	297	-56	9	-15.9	3.1
WISCONSIN	575	431	393	-182	-38	-31.7	-8.8
WYOMING	191	55	68	-123	13	-64.4	23.6
AMERICAN SAMOA	4	0	0	-4	0	-100.0	0.0
GUAM	16	27	18	2	-9	12.5	-33.3
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	40	-	-	-	-	-	-
VIRGIN ISLANDS	22	2	10	-12	8	-54.5	400.0
BUR. OF INDIAN AFFAIRS	-	13	8	-	-5	-	-38.5
U.S. & INSULAR AREAS	38,257	30,375	29,026	-9,231	-1,349	-24.1	-4.4
50 STATES, D.C. & P.R.	38,167	30,333	28,990	-9,177	-1,343	-24.0	-4.4

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 31

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

DEAF-BLIND

STATE	←NUMBER SERVED→ 1976-77	1984-85	1985-86	←CHANGE IN NUMBER SERVED→ 1976-77 - 1985-86	1984-85 - 1985-86	←PERCENT CHANGE IN NUMBER SERVED→ 1976-77 - 1985-86	1984-85 - 1985-86
ALABAMA	-	52	43	-	-9	-	-17.3
ALASKA	-	12	2	-	-10	-	-83.3
ARIZONA	-	0	0	-	0	-	0.0
ARKANSAS	-	11	10	-	-1	-	-9.1
CALIFORNIA	-	164	180	-	16	-	9.8
COLORADO	-	89	87	-	-2	-	-2.2
CONNECTICUT	-	4	11	-	7	-	175.0
DELAWARE	-	34	37	-	3	-	8.8
DISTRICT OF COLUMBIA	-	35	31	-	-4	-	-11.4
FLORIDA	-	47	30	-	-17	-	-36.2
GEORGIA	-	26	30	-	4	-	15.4
HAWAII	-	8	11	-	3	-	37.5
IDAHO	-	29	3	-	-26	-	-89.7
ILLINOIS	-	107	90	-	-17	-	-15.9
INDIANA	-	6	7	-	1	-	16.7
IOWA	-	51	34	-	-17	-	-33.3
KANSAS	-	69	55	-	-14	-	-20.3
KENTUCKY	-	48	17	-	-31	-	-64.6
LOUISIANA	-	34	35	-	1	-	2.9
MAINE	-	4	10	-	6	-	150.0
MARYLAND	-	56	127	-	71	-	126.8
MASSACHUSETTS	-	73	72	-	-1	-	-1.4
MICHIGAN	-	0	0	-	0	-	0.0
MINNESOTA	-	52	25	-	-27	-	-51.9
MISSISSIPPI	-	28	21	-	-7	-	-25.0
MISSOURI	-	84	78	-	-6	-	-7.1
MONTANA	-	34	29	-	-5	-	-14.7
NEBRASKA	-	2	0	-	-2	-	-100.0
NEVADA	-	0	5	-	5	-	100.0
NEW HAMPSHIRE	-	1	14	-	13	-	1,300.0
NEW JERSEY	-	30	106	-	76	-	253.3
NEW MEXICO	-	6	13	-	7	-	116.7
NEW YORK	-	136	194	-	58	-	42.6
NORTH CAROLINA	-	28	35	-	7	-	25.0
NORTH DAKOTA	-	27	23	-	-4	-	-14.8
OHIO	-	18	8	-	-10	-	-55.6
OKLAHOMA	-	44	56	-	12	-	27.3
OREGON	-	58	69	-	11	-	19.0
PENNSYLVANIA	-	9	15	-	6	-	66.7
PUERTO RICO	-	87	112	-	25	-	28.7
RHODE ISLAND	-	12	8	-	-4	-	-33.3
SOUTH CAROLINA	-	5	22	-	17	-	340.0
SOUTH DAKOTA	-	28	58	-	30	-	107.1
TENNESSEE	-	29	24	-	-5	-	-17.2
TEXAS	-	121	92	-	-29	-	-24.0
UTAH	-	37	24	-	-13	-	-35.1
VERMONT	-	4	6	-	2	-	50.0
VIRGINIA	-	44	49	-	5	-	11.4
WASHINGTON	-	41	49	-	8	-	19.5
WEST VIRGINIA	-	15	16	-	1	-	6.7
WISCONSIN	-	33	31	-	-2	-	-6.1
WYOMING	-	6	6	-	0	-	0.0
AMERICAN SAMOA	-	0	2	-	2	-	100.0
GUAM	-	5	10	-	5	-	100.0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	9	10	-	1	-	11.1
BUR. OF INDIAN AFFAIRS	-	0	0	-	0	-	0.0
U.S. & INSULAR AREAS	-	1,992	2,132	-	140	-	7.0
50 STATES, D.C. & P.R.	-	1,978	2,110	-	132	-	6.7

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1985.

Table 32

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1984-1985

STATE	ALL CONDITIONS — NUMBER								
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	61,948	–	24,933	98	–	–	–	–	–
ALASKA	4,673	3,645	2,191	355	31	4	10	23	10
ARIZONA	198	44,222	4,777	178	865	367	282	107	482
ARKANSAS	12,871	29,655	5,859	323	1,511	595	68	124	186
CALIFORNIA	109,215	139,470	112,603	–	3,223	–	–	526	–
COLORADO	11,433	22,814	8,552	1,889	14	440	310	0	664
CONNECTICUT	32,505	9,891	14,367	2,722	3,077	373	1,842	934	–
DELAWARE	3,283	5,663	2,807	1,672	48	98	41	233	206
DISTRICT OF COLUMBIA	1,041	2,951	1,200	847	543	20	184	0	0
FLORIDA	55,678	48,543	47,018	11,338	971	1,137	697	0	1,901
GEORGIA	746	79,634	19,463	1,990	11	1,124	69	20	285
HAWAII	4,923	4,535	3,103	199	20	56	42	45	26
IDAHO	6,525	6,689	3,336	13	127	276	42	25	0
ILLINOIS	70,831	79,264	68,320	15,222	4,705	849	1,439	656	967
INDIANA	41,350	28,819	26,911	4,659	0	1,223	38	0	42
IOWA	11,787	23,280	18,471	–	0	579	–	–	3,195
KANSAS	13,583	16,016	8,254	200	1,049	911	94	665	482
KENTUCKY	22,580	36,117	12,101	2,874	124	531	46	70	721
LOUISIANA	26,779	14,553	31,348	3,944	2,018	2,269	–	140	328
MAINE	3,576	13,616	4,766	1,053	3,009	391	431	88	555
MARYLAND	5,785	49,094	22,062	9,792	1,220	1,286	262	301	660
MASSACHUSETTS	10,969	88,373	24,520	2,596	3,729	875	736	112	941
MICHIGAN	95,008	31,423	29,507	3,074	1,145	1,479	0	143	0
MINNESOTA	10,096	50,874	11,385	9,404	–	387	–	19	1,677
MISSISSIPPI	12,059	26,337	11,706	916	702	779	146	53	182
MISSOURI	3,343	77,639	20,445	2,481	2,695	786	0	247	612
MONTANA	10,299	2,862	2,042	201	0	171	55	0	210
NEBRASKA	5,011	22,118	2,345	12	6	216	266	126	173
NEVADA	3,816	7,290	1,820	704	10	2	0	4	105
NEW HAMPSHIRE	9,773	2,683	1,918	21	724	23	290	7	123
NEW JERSEY	62,099	31,668	46,833	4,786	10,466	1,777	180	386	761
NEW MEXICO	15,503	6,676	5,395	101	28	392	2	61	20
NEW YORK	28,939	94,529	118,992	21,595	12,726	1,610	5,391	1,784	1,405
NORTH CAROLINA	28,869	68,607	15,937	2,976	269	1,872	453	335	774
NORTH DAKOTA	9,063	–	2,068	309	–	6	41	10	239
OHIO	71,251	43,959	58,399	4,612	11,437	9,082	0	523	1,986
OKLAHOMA	19,811	32,157	9,854	441	281	1,350	181	7	1,502
OREGON	29,269	9,882	4,146	1,795	426	438	422	–	863
PENNSYLVANIA	70,703	33,537	69,807	7,843	9,548	322	570	1,554	888
PUERTO RICO	1,717	15,840	9,215	1,178	520	127	83	0	3,767
RHODE ISLAND	9,746	2,064	4,635	166	533	66	154	43	136
SOUTH CAROLINA	22,442	33,289	14,266	1,518	521	1,001	53	172	226
SOUTH DAKOTA	865	10,384	735	10	174	166	315	0	55
TENNESSEE	31,752	45,474	15,150	2,942	668	1,193	50	65	1,721
TEXAS	6,483	241,030	29,112	13,170	1,007	970	364	514	2,213
UTAH	15,187	10,166	4,417	2,742	96	66	1	152	510
VERMONT	5,177	2,080	1,642	80	259	8	117	0	227
VIRGINIA	1,532	64,865	29,327	3,730	933	1,595	930	318	129
WASHINGTON	17,551	34,759	14,351	–	929	769	0	199	252
WEST VIRGINIA	20,331	14,025	7,422	928	23	419	11	48	29
WISCONSIN	21,835	30,299	19,730	829	32	716	1	70	185
WYOMING	5,008	3,294	1,398	198	12	111	83	34	18
AMERICAN SAMOA	8	116	9	65	0	0	0	0	0
GUAM	400	397	922	166	0	0	1	0	8
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	3,272	1,564	326	0	0	3	171	0	0
U.S. & INSULAR AREAS	1,161,157	1,807,451	1,032,298	150,955	90,471	41,312	16,972	10,951	32,565
50 STATES, D.C. & P.R.	1,157,477	1,805,374	1,031,041	150,724	90,471	41,309	16,800	10,951	32,557

DATA AS OF OCTOBER 1, 1986.

Table 33

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1984-1985

	ALL CONDITIONS PERCENT								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	71.22	–	28.67	0.11	–	–	–	–	–
ALASKA	42.68	33.29	20.01	3.24	0.28	0.04	0.10	0.21	0.09
ARIZONA	0.38	85.91	9.28	0.35	1.68	0.71	0.55	0.21	0.93
ARKANSAS	25.14	57.93	11.45	0.63	2.95	1.16	0.13	0.24	0.36
CALIFORNIA	29.92	38.21	30.85	–	0.88	–	–	0.14	–
COLORADO	24.79	49.47	18.54	4.10	0.03	0.95	0.67	0.00	1.44
CONNECTICUT	49.51	15.04	21.84	4.14	4.68	0.57	2.80	1.42	–
DELAWARE	23.37	40.31	19.98	11.90	0.33	0.68	0.29	1.66	1.47
DISTRICT OF COLUMBIA	22.19	39.91	16.23	11.46	7.34	0.38	2.49	0.00	0.00
FLORIDA	33.28	29.82	28.11	6.78	0.50	0.08	0.42	0.00	1.14
GEORGIA	0.72	77.05	18.83	1.93	0.01	1.09	0.07	0.03	0.28
HAWAII	37.99	35.00	23.95	1.54	0.22	0.43	0.32	0.35	0.20
IDAHO	38.31	39.27	19.59	0.08	0.75	1.62	0.25	0.15	0.00
ILLINOIS	29.24	32.72	28.20	6.28	1.94	0.35	0.59	0.27	0.40
INDIANA	40.13	27.97	26.12	4.52	0.00	1.19	0.04	0.00	0.04
IOWA	20.57	40.62	32.23	–	0.00	1.01	–	–	5.57
KANSAS	32.93	30.82	28.01	0.48	2.54	2.21	0.23	1.61	1.17
KENTUCKY	30.04	48.05	16.10	3.82	0.10	0.71	0.00	0.09	0.96
LOUISIANA	32.91	17.88	38.52	4.85	2.48	2.79	–	0.17	0.40
MAINE	13.02	49.58	17.35	3.83	10.96	1.42	1.57	0.25	2.02
MARYLAND	6.39	54.27	24.39	10.82	1.35	1.42	0.29	0.33	0.73
MASSACHUSETTS	8.26	66.52	18.46	1.95	2.81	0.66	0.55	0.08	0.71
MICHIGAN	58.73	19.42	18.24	1.90	0.71	0.91	0.00	0.09	0.00
MINNESOTA	12.04	60.68	13.58	11.22	–	0.46	–	0.02	2.00
MISSISSIPPI	22.77	49.73	22.25	1.73	1.33	1.47	0.28	0.10	0.34
MISSOURI	3.09	71.72	18.89	2.29	2.49	0.73	0.00	0.23	0.57
MONTANA	65.02	18.07	12.89	1.27	0.00	1.08	0.35	0.00	1.33
NEBRASKA	16.55	73.06	7.75	0.04	0.02	0.71	0.88	0.42	0.57
NEVADA	27.75	53.01	13.24	5.12	0.07	0.01	0.00	0.03	0.76
NEW HAMPSHIRE	62.80	17.24	12.32	0.13	4.65	0.15	1.86	0.04	0.79
NEW JERSEY	37.19	18.97	28.05	2.87	11.06	1.06	0.11	0.23	0.46
NEW MEXICO	55.02	23.69	19.15	0.36	0.10	1.39	0.01	0.22	0.07
NEW YORK	10.88	32.94	41.46	7.53	4.43	0.56	1.08	0.62	0.49
NORTH CAROLINA	24.04	57.13	13.27	2.48	0.22	1.56	0.38	0.28	0.64
NORTH DAKOTA	77.22	–	17.62	2.63	–	0.05	0.35	0.09	2.04
OHIO	35.42	21.85	29.03	2.29	5.69	4.51	0.00	0.26	0.95
OKLAHOMA	30.21	49.03	15.03	0.67	0.43	2.06	0.28	0.01	2.29
OREGON	61.96	20.92	8.78	3.80	0.90	0.93	0.89	–	1.83
PENNSYLVANIA	36.30	17.22	35.84	4.03	4.90	0.17	0.29	0.00	0.46
PUERTO RICO	5.29	48.82	28.40	3.63	1.60	0.39	0.26	0.00	11.61
RHODE ISLAND	55.55	11.77	26.42	0.95	3.04	0.38	0.88	0.25	0.78
SOUTH CAROLINA	30.57	45.24	19.43	2.07	0.71	1.36	0.07	0.23	0.31
SOUTH DAKOTA	6.81	81.74	5.79	0.08	1.37	1.31	2.48	0.00	0.43
TENNESSEE	32.06	45.92	15.30	2.97	0.67	1.20	0.05	0.09	1.74
TEXAS	2.20	81.74	9.87	4.47	0.34	0.33	0.12	0.17	0.75
UTAH	36.74	43.95	10.69	6.63	0.23	0.16	0.00	0.37	1.23
VERMONT	49.83	27.72	15.80	0.77	2.49	0.08	1.13	0.00	2.18
VIRGINIA	1.48	62.76	28.37	3.61	0.90	1.54	0.90	0.31	0.12
WASHINGTON	25.51	50.51	20.86	–	1.35	1.12	0.00	0.29	0.37
WEST VIRGINIA	47.02	32.44	17.17	2.15	0.05	0.97	0.03	0.11	0.07
WISCONSIN	29.63	41.11	26.77	1.12	0.04	0.97	0.00	0.09	0.25
WYOMING	49.31	32.43	13.77	1.95	0.12	1.08	0.82	0.33	0.18
AMERICAN SAMOA	4.04	58.59	4.55	32.83	0.00	0.00	0.00	0.00	0.00
GUAM	21.12	28.96	48.66	0.76	0.00	0.00	0.05	0.00	0.42
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	61.32	29.31	6.11	0.00	0.00	0.00	3.26	0.00	0.00
U.S. & INSULAR AREAS	26.73	41.61	23.76	3.47	2.08	0.95	0.39	0.25	0.75
50 STATES, D.C. & P.R.	26.69	41.63	23.77	3.48	2.09	0.95	0.39	0.25	0.75

DATA AS OF OCTOBER 1, 1986.

Table 34

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1984-1985

LEARNING DISABLED

NUMBER

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	25,251	-	621	1	-	-	-	-	-
ALASKA	2,588	2,590	1,152	41	9	0	1	19	4
ARIZONA	15	23,502	2,469	0	23	0	1	9	0
ARKANSAS	4,403	18,376	969	2	11	0	12	101	34
CALIFORNIA	7,287	135,049	59,985	-	721	-	-	304	-
COLORADO	3,023	16,114	1,415	116	0	1	10	0	7
CONNECTICUT	16,569	6,655	4,593	501	637	1	49	5	-
DELAWARE	1,471	3,392	1,517	494	0	0	4	3	18
DISTRICT OF COLUMBIA	43	2,414	379	140	127	1	2	0	0
FLORIDA	8,948	35,791	18,093	434	456	0	40	0	0
GEORGIA	219	28,946	2,643	0	8	0	4	0	6
HAWAII	2,482	3,942	1,027	0	1	5	0	32	0
IDAHO	3,008	4,868	35	1	21	0	0	3	0
ILLINOIS	6,090	63,841	24,597	1,011	155	0	13	62	40
INDIANA	558	24,439	7,044	63	0	3	0	0	2
IOWA	247	18,053	3,737	-	0	0	-	-	7
KANSAS	2,247	12,740	1,399	0	82	0	0	0	13
KENTUCKY	2,351	16,889	2,508	188	1	21	1	29	41
LOUISIANA	7,442	9,095	19,946	258	268	3	-	58	0
MAINE	682	6,832	757	110	1,347	0	20	0	62
MARYLAND	3,133	27,096	14,562	1,600	114	5	1	204	60
MASSACHUSETTS	3,072	31,197	8,656	917	1,315	309	200	40	332
MICHIGAN	39,400	10,969	11,439	92	55	21	0	91	0
MINNESOTA	4,673	20,330	2,184	1,344	-	0	-	17	108
MISSISSIPPI	11,937	4,901	3,626	57	354	0	19	25	11
MISSOURI	682	35,396	3,827	0	506	18	0	144	44
MONTANA	4,591	2,098	717	8	0	0	3	0	0
NEBRASKA	2,045	9,029	962	0	3	0	0	55	0
NEVADA	1,026	6,170	616	5	4	0	0	3	0
NEW HAMPSHIRE	6,140	1,885	843	0	158	1	44	2	9
NEW JERSEY	10,623	27,348	27,263	123	2,961	21	14	76	101
NEW MEXICO	7,658	2,537	869	3	4	0	2	21	0
NEW YORK	772	74,696	50,178	4,203	505	0	117	501	94
NORTH CAROLINA	12,710	35,929	3,595	12	7	9	1	94	53
NORTH DAKOTA	4,889	-	227	5	-	0	0	3	10
OHIO	21,974	37,200	11,805	165	1,697	0	0	194	21
OKLAHOMA	0	26,312	1,504	10	10	30	0	5	73
OREGON	17,659	5,087	685	269	22	25	19	-	13
PENNSYLVANIA	6,996	24,061	29,065	677	1,052	0	14	118	91
PUERTO RICO	279	3,437	330	5	19	4	2	0	34
RHODE ISLAND	6,445	1,759	3,050	33	63	0	10	11	9
SOUTH CAROLINA	1,795	10,279	4,223	102	0	0	4	36	8
SOUTH DAKOTA	332	3,670	45	0	10	1	6	0	1
TENNESSEE	4,436	33,377	5,155	157	22	0	3	54	36
TEXAS	3,405	127,947	15,297	6,703	446	60	123	378	69
UTAH	5,597	7,025	922	93	6	0	0	30	20
VERMONT	1,742	1,964	40	5	57	0	8	0	14
VIRGINIA	642	30,370	12,097	417	151	12	207	54	3
WASHINGTON	4,959	27,901	3,888	-	10	0	0	99	97
WEST VIRGINIA	5,997	9,681	1,467	1	0	0	0	12	0
WISCONSIN	1,715	18,942	8,917	37	0	0	0	33	15
WYOMING	2,271	2,282	641	31	0	0	6	1	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	179	253	421	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,897	1,134	24	0	0	0	2	0	0
U.S. & INSULAR AREAS	298,675	1,114,798	382,842	20,426	14,224	559	1,036	2,920	1,561
50 STATES, D.C. & P.R.	296,599	1,113,411	382,397	20,426	14,224	559	1,034	2,920	1,561

DATA AS OF OCTOBER 1, 1986.

Table 35

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1984-1985

	SPEECH IMPAIRED NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	19,192	-	181	1	-	-	-	-	-
ALASKA	1,853	670	291	223	21	0	0	0	0
ARIZONA	80	9,991	1,125	0	242	0	0	0	0
ARKANSAS	6,793	2,564	116	1	45	0	0	0	68
CALIFORNIA	65,855	1,290	4,655	-	59	-	-	113	-
COLORADO	5,605	1,619	364	336	10	0	1	0	11
CONNECTICUT	10,081	490	1,056	66	917	0	22	2	-
DELAWARE	1,292	466	7	3	9	0	0	0	0
DISTRICT OF COLUMBIA	1,549	78	65	0	94	0	0	0	0
FLORIDA	44,851	4,984	1,026	85	0	0	5	0	0
GEORGIA	164	24,179	108	45	2	0	1	0	0
HAWAII	2,181	21	175	0	0	0	0	0	0
IDAHO	2,506	1,281	694	1	24	0	0	0	0
ILLINOIS	60,521	6,133	4,865	801	29	1	14	1	0
INDIANA	40,506	0	0	347	0	0	0	0	0
IOWA	10,557	74	542	-	0	0	-	-	2,957
KANSAS	10,673	566	146	0	453	6	10	6	81
KENTUCKY	17,141	6,872	482	256	9	77	0	0	2
LOUISIANA	10,129	96	3,384	110	14	0	-	1	0
MAINE	2,682	1,933	719	104	1,057	0	0	8	122
MARYLAND	2,222	19,292	3,186	533	109	3	0	13	46
MASSACHUSETTS	2,523	20,326	5,640	598	859	201	170	26	216
MICHIGAN	39,434	2,597	420	48	837	0	0	0	0
MINNESOTA	3,467	13,142	637	1,957	-	0	-	2	14
MISSISSIPPI	0	15,930	850	310	147	0	1	2	0
MISSOURI	509	30,556	1,287	0	504	0	0	4	10
MONTANA	4,738	157	37	0	0	0	0	0	0
NEBRASKA	1,539	6,788	723	0	0	0	0	0	0
NEVADA	2,695	232	130	111	0	0	0	0	0
NEW HAMPSHIRE	1,868	380	507	0	49	0	36	0	89
NEW JERSEY	48,749	0	1,437	37	9,973	2	1	22	21
NEW MEXICO	6,243	1,239	1,026	13	16	0	0	7	0
NEW YORK	24,064	3,056	5,887	1,197	2,112	0	12	24	28
NORTH CAROLINA	11,775	14,982	182	19	67	2	0	28	73
NORTH DAKOTA	3,550	-	215	10	-	0	0	0	154
OHIO	47,006	0	0	0	9,403	0	0	14	0
OKLAHOMA	19,362	0	148	47	41	0	0	0	1,054
OREGON	7,979	2,659	362	121	2	14	1	-	23
PENNSYLVANIA	59,787	2,540	4,178	329	0	0	0	0	0
PUERTO RICO	177	457	249	38	0	0	0	0	31
RHODE ISLAND	2,891	84	66	0	5	0	0	0	1
SOUTH CAROLINA	18,236	1,870	42	4	34	0	1	5	1
SOUTH DAKOTA	400	5,072	1	0	3	1	2	0	5
TENNESSEE	25,375	3,006	353	120	9	0	0	6	22
TEXAS	1,503	56,310	6,738	2,952	323	2	15	9	15
UTAH	4,601	3,653	36	42	19	0	0	0	17
VERMONT	2,438	123	336	16	65	0	1	0	157
VIRGINIA	707	28,746	524	4	0	3	0	6	0
WASHINGTON	11,485	329	38	-	92	0	0	0	5
WEST VIRGINIA	12,800	108	152	3	0	0	0	0	0
WISCONSIN	17,605	0	0	0	0	0	0	2	0
WYOMING	2,098	288	59	12	1	1	0	0	1
AMERICAN SAMOA	0	0	0	3	0	0	0	0	0
GUAM	132	27	35	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,250	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	731,345	297,156	55,322	10,911	27,715	313	293	295	5,232
50 STATES, D.C. & P.R.	729,963	297,129	55,287	10,908	27,715	313	293	295	5,232

DATA AS OF OCTOBER 1, 1986.

Table 36

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1984-1985

	MENTALLY RETARDED — NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	12,542	-	21,472	8	-	-	-	-	-
ALASKA	30	127	237	32	1	3	0	0	1
ARIZONA	0	4,782	558	0	212	1	10	2	0
ARKANSAS	953	7,698	4,075	173	1,098	398	16	20	26
CALIFORNIA	858	550	25,468	-	220	-	-	16	-
COLORADO	60	1,051	2,896	683	0	137	0	0	53
CONNECTICUT	198	633	3,031	781	163	243	112	2	-
DELAWARE	36	678	391	650	5	0	0	5	11
DISTRICT OF COLUMBIA	0	349	451	362	176	9	27	0	0
FLORIDA	0	770	17,142	7,246	42	82	106	0	0
GEORGIA	121	11,169	13,303	762	2	451	30	1	19
HAWAII	20	297	1,017	55	12	41	0	5	0
IDAHO	10	306	2,312	1	15	0	0	6	0
ILLINOIS	319	2,143	22,138	5,076	1,916	136	828	24	24
INDIANA	15	2,757	16,794	2,965	0	355	2	0	17
IOWA	59	2,743	9,217	-	0	170	-	-	55
KANSAS	35	633	4,846	200	260	121	52	0	23
KENTUCKY	996	10,768	7,417	1,090	28	150	4	11	90
LOUISIANA	531	3,776	3,791	2,832	1,091	690	-	44	0
MAINE	0	2,677	1,292	213	351	114	22	0	2
MARYLAND	38	800	2,604	3,178	250	125	23	26	28
MASSACHUSETTS	2,326	18,735	5,197	550	791	185	156	24	200
MICHIGAN	2,522	11,138	8,995	1,011	70	169	0	29	0
MINNESOTA	253	4,697	7,232	3,209	-	162	-	0	226
MISSISSIPPI	0	5,093	6,575	384	121	330	52	22	67
MISSOURI	100	5,994	11,151	2,265	346	271	0	47	46
MONTANA	195	289	835	80	0	4	2	0	143
NEBRASKA	815	3,604	372	12	1	50	217	19	0
NEVADA	24	355	145	390	6	0	0	0	1
NEW HAMPSHIRE	577	110	223	4	189	3	38	0	2
NEW JERSEY	167	432	6,637	1,776	638	1,220	35	19	36
NEW MEXICO	109	1,023	1,424	34	0	86	0	4	2
NEW YORK	54	2,475	19,785	7,050	1,828	624	397	257	146
NORTH CAROLINA	1,743	13,905	8,213	2,001	101	155	78	58	85
NORTH DAKOTA	196	-	1,449	123	-	0	12	0	25
OHIO	912	5,907	37,908	289	187	8,471	0	287	22
OKLAHOMA	0	5,201	6,193	88	33	499	0	2	58
OREGON	833	305	1,824	650	142	143	142	-	33
PENNSYLVANIA	327	3,261	25,097	4,601	2,496	210	56	203	186
PUERTO RICO	850	11,001	6,493	874	200	35	48	0	778
RHODE ISLAND	15	29	931	1	238	39	19	5	1
SOUTH CAROLINA	1,076	9,228	7,028	1,042	454	536	4	52	134
SOUTH DAKOTA	19	1,043	457	0	111	28	70	0	2
TENNESSEE	350	7,253	7,679	923	457	294	13	7	22
TEXAS	638	23,061	2,062	1,255	83	171	60	33	864
UTAH	265	726	1,810	689	12	1	0	0	19
VERMONT	611	558	1,062	6	86	1	16	0	32
VIRGINIA	63	2,143	11,041	1,049	78	136	66	41	7
WASHINGTON	374	2,793	6,016	-	234	115	0	27	36
WEST VIRGINIA	737	3,543	4,707	802	9	144	2	1	8
WISCONSIN	509	3,404	7,392	631	7	327	0	0	6
WYOMING	49	170	368	73	3	75	11	2	2
AMERICAN SAMOA	8	116	0	42	0	0	0	0	0
GUAM	58	100	376	71	0	0	1	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	36	216	178	0	0	0	72	0	0
U.S. & INSULAR AREAS	33,712	202,615	368,107	58,282	14,755	17,724	2,815	1,361	3,530
50 STATES, D.C. & P.R.	33,610	202,183	367,553	58,169	14,755	17,724	2,742	1,361	3,530

DATA AS OF OCTOBER 1, 1986.

Table 37

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1984-1985

EMOTIONALLY DISTURBED

	NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	3,854	-	1,249	75	-	-	-	-	-
ALASKA	35	57	191	9	0	1	15	4	3
ARIZONA	0	4,261	427	0	99	0	268	88	0
ARKANSAS	113	152	243	5	123	10	22	2	7
CALIFORNIA	457	404	5,915	-	1,836	-	-	43	-
COLORADO	1,915	3,137	2,480	37	3	53	281	0	302
CONNECTICUT	4,519	1,670	3,663	705	819	73	1,403	918	-
DELAWARE	413	1,002	650	269	7	70	17	218	138
DISTRICT OF COLUMBIA	0	101	238	127	124	0	151	0	0
FLORIDA	1,572	6,287	9,125	2,368	176	83	217	0	0
GEORGIA	123	13,815	2,598	759	0	286	30	27	3
HAWAII	63	129	257	0	3	7	42	7	0
IDAHO	149	162	104	0	33	10	42	16	0
ILLINOIS	2,127	5,960	12,014	6,151	2,266	220	477	568	80
INDIANA	76	970	1,732	308	0	159	26	0	14
IOWA	192	2,075	3,483	-	0	110	-	-	44
KANSAS	94	1,792	1,370	0	45	211	0	665	14
KENTUCKY	272	721	786	560	21	41	25	3	95
LOUISIANA	64	1,203	1,816	343	401	122	-	45	0
MAINE	0	1,494	1,388	481	19	176	345	68	262
MARYLAND	115	545	936	1,462	368	332	126	24	96
MASSACHUSETTS	1,503	12,107	3,359	356	511	119	101	15	129
MICHIGAN	10,373	5,628	3,912	1,510	37	897	0	23	0
MINNESOTA	724	3,140	963	1,702	-	38	-	0	1,217
MISSISSIPPI	0	163	205	28	3	0	59	2	9
MISSOURI	134	4,671	2,771	81	696	94	0	49	64
MONTANA	304	133	240	22	0	28	50	0	4
NEBRASKA	355	1,576	167	0	0	0	49	42	173
NEVADA	35	478	286	100	0	2	0	1	0
NEW HAMPSHIRE	639	201	143	10	173	15	104	5	8
NEW JERSEY	1,053	2,710	6,332	976	3,257	261	89	190	323
NEW MEXICO	945	511	1,223	15	0	66	0	26	0
NEW YORK	465	7,861	23,741	5,435	2,313	790	3,766	898	748
NORTH CAROLINA	1,164	2,419	2,421	374	0	450	91	132	220
NORTH DAKOTA	249	-	89	29	-	6	0	7	9
HIO	179	325	2,786	3,097	41	338	0	28	243
KLAHOMA	0	255	703	10	28	92	0	0	35
REGON	884	296	616	245	105	91	106	-	164
ENNSYLVANIA	647	2,343	8,792	1,213	3,457	55	76	1,135	393
UERTO RICO	47	304	727	121	4	0	0	0	91
HODE ISLAND	271	132	458	1	139	0	91	27	12
OUTH CAROLINA	499	3,346	1,827	165	1	60	42	79	25
OUTH DAKOTA	39	213	75	0	19	16	127	0	14
ENNESSEE	301	1,014	1,009	179	5	312	8	17	69
EXAS	439	15,786	1,955	858	57	101	40	90	592
TAH	4,385	5,426	1,180	398	47	60	0	122	289
RMONT	182	134	16	42	8	3	32	0	10
RGINIA	81	2,080	3,652	1,283	687	263	652	215	11
ASHINGTON	150	1,165	1,248	-	8	91	0	73	15
ST VIRGINIA	397	591	732	54	11	23	6	35	6
SCONSIN	1,318	6,936	2,410	48	20	90	1	35	20
OMING	257	259	252	38	1	4	42	31	6
ERICAN SAMOA	0	0	0	2	0	0	0	0	0
UAM	11	3	34	1	0	0	0	0	0
RTHERN MARIANAS	-	-	-	-	-	-	-	-	-
UST TERRITORIES	-	-	-	-	-	-	-	-	-
RGIN ISLANDS	-	-	-	-	-	-	-	-	-
R. OF INDIAN AFFAIRS	20	101	74	0	0	0	34	0	0
S. & INSULAR AREAS	44,183	128,302	124,983	32,132	17,979	6,337	9,853	5,965	5,957
STATES, D.C. & P.R.	44,152	128,198	124,875	32,129	17,979	6,337	9,819	5,965	5,957

TA AS OF OCTOBER 1, 1986.

Table 38

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1984-1985

HARD OF HEARING & DEAF

STATE	NUMBER								
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	405	-	295	7	-	-	-	-	-
ALASKA	54	43	54	5	0	0	1	0	0
ARIZONA	5	550	82	178	0	218	0	0	5
ARKANSAS	287	230	75	98	19	161	2	0	1
CALIFORNIA	1,511	199	4,593	-	28	-	-	15	-
COLORADO	312	200	207	15	0	114	0	0	15
CONNECTICUT	261	106	121	120	184	0	46	1	-
DELAWARE	35	17	124	13	5	12	1	0	0
DISTRICT OF COLUMBIA	40	3	10	3	0	0	1	0	0
FLORIDA	0	150	1,540	553	11	595	5	0	0
GEORGIA	26	563	363	351	1	240	2	0	1
HAWAII	43	72	140	31	0	0	0	1	0
IDAHO	70	104	51	4	2	100	0	0	0
ILLINOIS	420	562	2,140	223	14	275	16	0	2
INDIANA	16	271	400	85	0	371	3	0	1
IOWA	243	102	381	-	0	182	-	-	8
KANSAS	128	130	142	0	22	223	0	0	6
KENTUCKY	1,342	328	209	111	8	15	7	0	4
LOUISIANA	202	135	704	44	60	922	-	0	0
MAINE	118	190	25	15	10	56	0	0	8
MARYLAND	144	472	214	210	7	317	0	1	22
MASSACHUSETTS	152	1,237	342	36	51	12	10	2	13
MICHIGAN	987	685	1,070	3	0	196	0	0	0
MINNESOTA	439	457	159	326	-	153	-	0	16
MISSISSIPPI	40	132	125	60	43	275	1	1	0
MISSOURI	585	212	376	0	158	206	0	0	6
MONTANA	108	51	14	8	0	95	0	0	2
NEBRASKA	66	286	31	0	2	60	0	6	0
NEVADA	11	17	183	0	0	0	0	0	0
NEW HAMPSHIRE	151	35	48	2	14	0	19	0	1
NEW JERSEY	107	272	284	468	131	1	2	25	4
NEW MEXICO	134	39	107	2	0	139	0	0	0
NEW YORK	1,095	764	1,000	531	1,354	116	222	13	20
NORTH CAROLINA	568	560	270	62	1	637	0	1	3
NORTH DAKOTA	76	-	49	61	-	0	0	0	5
OHIO	417	235	1,492	214	7	151	0	0	2
OKLAHOMA	0	272	280	61	57	189	20	0	28
OREGON	460	161	41	13	87	92	86	-	6
PENNSYLVANIA	1,080	151	895	177	882	40	230	0	11
PUERTO RICO	80	185	722	22	168	2	9	0	28
RHODE ISLAND	30	21	16	131	3	0	6	0	0
SOUTH CAROLINA	347	196	351	9	0	173	1	0	5
SOUTH DAKOTA	26	104	1	6	1	31	4	0	0
TENNESSEE	668	276	225	256	18	313	5	0	2
TEXAS	101	3,622	449	197	14	441	7	3	134
UTAH	154	177	16	358	0	2	1	0	3
VERMONT	86	23	17	0	13	0	53	0	1
VIRGINIA	13	623	540	63	3	380	0	0	0
WASHINGTON	60	672	689	-	15	184	0	0	13
WEST VIRGINIA	100	49	173	0	3	154	1	0	0
WISCONSIN	267	462	147	3	3	201	0	0	2
WYOMING	63	47	13	2	0	1	4	0	0
AMERICAN SAMOA	0	0	9	1	0	0	0	0	0
GUAM	0	3	29	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	21	0	0	0	2	0	0	0
U.S. & INSULAR AREAS	14,941	16,690	22,047	5,136	3,430	7,581	773	69	378
50 STATES, D.C. & P.R.	14,933	16,660	22,009	5,135	3,430	7,579	773	69	378

DATA AS OF OCTOBER 1, 1986.

Table 39

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1984-1985

	MULTIHANDICAPPED NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	41	-	866	2	-	-	-	-	-
ALASKA	11	34	120	21	0	0	1	0	1
ARIZONA	0	575	78	0	162	47	3	0	0
ARKANSAS	94	122	220	22	107	5	10	0	23
CALIFORNIA	200	67	4,616	-	242	-	-	27	-
COLORADO	91	360	1,025	472	1	62	10	0	152
CONNECTICUT	53	51	312	189	126	12	95	6	-
DELAWARE	1	3	41	22	1	2	11	7	0
DISTRICT OF COLUMBIA	9	3	16	40	0	8	2	0	0
FLORIDA	0	0	0	0	234	272	135	0	0
GEORGIA	0	41	0	0	0	30	0	0	0
HAWAII	2	0	203	25	0	3	0	0	0
IDAHO	0	0	57	0	10	80	0	0	0
ILLINOIS	-	-	-	-	-	-	-	-	-
INDIANA	0	0	534	585	0	154	7	0	8
IOWA	4	0	649	-	0	0	-	-	0
KANSAS	0	4	250	0	58	257	6	0	36
KENTUCKY	13	74	509	426	56	62	4	26	58
LOUISIANA	0	0	432	286	49	512	-	0	0
MAINE	0	80	411	85	59	45	34	0	6
MARYLAND	19	227	350	2,233	315	173	82	31	46
MASSACHUSETTS	242	1,944	541	57	82	18	16	3	21
MICHIGAN	105	0	951	131	7	103	0	0	0
MINNESOTA	-	-	-	-	-	0	-	0	-
MISSISSIPPI	0	20	241	33	20	10	10	0	19
MISSOURI	11	97	335	63	214	12	0	3	12
MONTANA	95	48	164	64	0	23	0	0	33
NEBRASKA	64	279	30	0	0	58	-	-	0
NEVADA	4	0	308	66	0	0	0	0	0
NEW HAMPSHIRE	70	11	35	4	66	4	30	0	4
NEW JERSEY	170	437	4,326	1,230	1,310	186	29	52	54
NEW MEXICO	63	115	561	23	8	1	0	2	11
NEW YORK	53	451	3,242	2,309	3,142	2	568	73	111
NORTH CAROLINA	45	216	599	176	51	456	282	22	45
NORTH DAKOTA	-	-	-	-	-	-	-	-	-
OHIO	23	50	2,057	472	19	0	0	0	42
OKLAHOMA	0	116	804	88	71	359	161	0	108
OREGON	78	97	462	153	11	11	11	-	94
PENNSYLVANIA	1	55	88	100	18	2	33	0	2
PUERTO RICO	43	221	498	26	75	24	12	0	2,362
RHODE ISLAND	1	1	9	0	20	27	5	0	0
SOUTH CAROLINA	11	15	87	68	23	158	0	0	9
SOUTH DAKOTA	20	148	143	0	20	58	86	0	11
TENNESSEE	31	101	432	923	113	110	1	0	41
TEXAS	80	2,831	385	553	40	7	89	0	107
UTAH	12	17	333	902	12	2	0	0	19
VERMONT	6	0	119	8	9	4	1	0	8
VIRGINIA	9	116	1,118	717	7	634	2	0	23
WASHINGTON	0	195	1,110	-	220	284	0	0	19
WEST VIRGINIA	0	0	17	8	0	0	0	0	0
WISCONSIN	86	264	202	70	0	0	0	0	0
WYOMING	71	123	48	16	7	21	14	0	5
AMERICAN SAMOA	0	0	0	11	0	0	0	0	0
GUAM	0	1	16	89	0	0	0	0	6
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	8	83	46	0	0	0	58	0	0
U.S. & INSULAR AREAS	1,948	9,713	30,796	12,696	6,994	4,378	1,808	252	3,496
50 STATES, D.C. & P.R.	1,940	9,629	30,734	12,596	6,994	4,378	1,750	252	3,490

DATA AS OF OCTOBER 1, 1986.

106

Table 40

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1984-1985

STATE	ORTHOPEDICALLY IMPAIRED NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	241	-	141	1	-	-	-	-	-
ALASKA	30	65	80	17	0	0	0	0	1
ARIZONA	87	313	34	0	96	1	0	0	0
ARKANSAS	40	33	26	0	56	2	4	1	5
CALIFORNIA	2,430	299	4,157	-	24	-	-	0	-
COLORADO	240	171	151	198	0	0	0	0	117
CONNECTICUT	99	33	90	40	50	0	4	0	-
DELAWARE	15	14	45	181	3	10	0	0	9
DISTRICT OF COLUMBIA	0	1	3	60	3	1	0	0	0
FLORIDA	80	342	1,717	271	42	0	120	0	0
GEORGIA	10	360	407	30	0	0	1	0	18
HAWAII	87	63	235	75	0	0	0	0	26
IDAHO	121	30	42	2	6	0	0	0	0
ILLINOIS	330	199	1,492	1,633	183	80	61	0	180
INDIANA	103	83	260	159	0	0	0	0	0
IOWA	393	137	391	-	0	6	-	-	116
KANSAS	213	40	64	0	92	0	24	0	77
KENTUCKY	135	205	122	92	1	35	3	0	50
LOUISIANA	180	62	319	120	82	90	-	0	0
MAINE	30	83	150	30	114	0	3	0	19
MARYLAND	10	216	115	271	30	1	0	2	141
MASSACHUSETTS	121	972	271	29	42	11	8	1	9
MICHIGAN	-	-	-	-	-	-	-	-	-
MINNESOTA	245	598	122	454	-	0	-	0	40
MISSISSIPPI	82	27	133	23	13	57	4	0	74
MISSOURI	347	275	562	72	125	7	0	0	53
MONTANA	66	24	9	16	0	0	0	0	10
NEBRASKA	104	450	49	0	0	0	0	1	0
NEVADA	11	23	191	32	0	0	0	0	0
NEW HAMPSHIRE	75	19	30	0	12	0	4	0	3
NEW JERSEY	80	203	131	150	160	0	7	0	20
NEW MEXICO	148	62	136	11	0	0	0	0	1
NEW YORK	589	335	1,049	405	877	4	33	7	53
NORTH CAROLINA	247	199	229	220	1	0	0	0	60
NORTH DAKOTA	48	-	24	29	-	0	28	0	20
OHIO	382	96	1,243	335	20	0	0	0	1,569
OKLAHOMA	216	0	123	88	9	34	0	0	38
OREGON	450	156	59	186	2	2	1	-	153
PENNSYLVANIA	136	47	680	712	419	4	30	0	203
PUERTO RICO	80	53	37	12	44	0	0	0	144
RHODE ISLAND	42	43	60	0	54	0	3	0	3
SOUTH CAROLINA	182	157	574	66	6	2	1	0	27
SOUTH DAKOTA	17	93	4	0	7	4	10	0	9
TENNESSEE	205	106	132	291	33	0	0	1	290
TEXAS	91	3,250	404	178	11	11	0	0	124
UTAH	69	102	109	37	0	0	0	0	60
VERMONT	51	24	24	2	7	0	0	0	3
VIRGINIA	4	238	223	93	1	49	0	0	30
WASHINGTON	120	269	80	-	234	2	0	0	32
WEST VIRGINIA	89	18	119	49	0	0	0	0	8
WISCONSIN	123	53	451	15	0	0	0	0	142
WYOMING	74	15	1	17	0	3	4	0	1
AMERICAN SAMOA	0	0	0	1	0	0	0	0	0
GUAM	14	8	2	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	26	0	0	0	0	0	5	0	0
U.S. & INSULAR AREAS	9,463	10,680	17,310	6,725	2,847	416	374	13	3,962
50 STATES, D.C. & P.R.	9,423	10,672	17,300	6,724	2,847	416	369	13	3,962

DATA AS OF OCTOBER 1, 1986.

Table 41

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1984-1985

OTHER HEALTH IMPAIRED

NUMBER

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	151	-	48	0	-	-	-	-	-
ALASKA	42	53	23	3	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	475
ARKANSAS	90	293	24	4	20	0	0	0	17
CALIFORNIA	9,863	643	1,963	-	83	-	-	1	-
COLORADO	0	0	0	0	0	0	0	0	0
CONNECTICUT	290	185	325	181	94	0	59	0	-
DELAWARE	15	4	6	5	0	1	0	0	23
DISTRICT OF COLUMBIA	0	0	2	77	12	0	0	0	0
FLORIDA	1	0	180	215	10	0	67	0	1,981
GEORGIA	16	168	20	20	0	0	1	0	238
HAWAII	0	0	3	3	3	0	0	0	0
IDAHO	42	46	30	2	16	0	0	0	0
ILLINOIS	251	147	412	241	121	2	12	0	632
INDIANA	0	39	35	44	0	0	0	0	0
IOWA	0	0	0	-	0	9	-	-	0
KANSAS	103	9	14	0	21	0	2	0	224
KENTUCKY	82	37	45	185	0	119	2	0	359
LOUISIANA	110	125	721	15	65	211	-	0	328
MAINE	0	221	87	15	49	0	0	0	73
MARYLAND	42	203	110	150	20	9	30	0	216
MASSACHUSETTS	153	1,237	343	37	52	12	11	1	14
MICHIGAN	1,730	241	2,448	278	124	1	0	0	0
MINNESOTA	112	346	55	332	-	0	-	0	37
MISSISSIPPI	-	-	-	-	-	-	-	-	-
MISSOURI	745	275	64	0	92	11	0	0	376
MONTANA	107	19	19	0	0	2	0	0	1
NEBRASKA	-	-	-	-	-	-	-	-	-
NEVADA	4	1	0	0	0	0	0	0	104
NEW HAMPSHIRE	169	19	52	0	31	0	3	0	4
NEW JERSEY	64	165	378	3	13	0	1	0	202
NEW MEXICO	82	1,131	25	0	0	0	0	1	6
NEW YORK	1,394	4,234	13,655	395	398	6	173	12	204
NORTH CAROLINA	320	312	379	98	29	0	0	0	235
NORTH DAKOTA	21	-	9	5	-	0	1	0	13
OHIO	-	-	-	-	-	-	0	-	-
OKLAHOMA	98	0	27	30	19	28	0	0	96
OREGON	250	88	50	142	2	3	2	-	365
PENNSYLVANIA	0	0	0	0	0	0	1	0	0
PUERTO RICO	76	68	30	0	4	0	2	0	248
RHODE ISLAND	20	7	19	0	0	0	1	0	109
SOUTH CAROLINA	25	5	93	60	1	1	0	0	17
SOUTH DAKOTA	2	16	8	0	2	1	1	0	13
TENNESSEE	73	121	121	56	7	0	18	0	1,233
TEXAS	181	6,559	814	358	25	12	17	0	246
UTAH	49	82	8	18	0	0	0	0	83
VERMONT	54	37	19	1	13	0	4	0	0
VIRGINIA	5	81	82	76	3	100	3	1	55
WASHINGTON	343	1,285	1,015	-	91	0	0	0	33
WEST VIRGINIA	44	4	46	9	0	0	2	0	7
WISCONSIN	124	137	128	0	0	0	0	0	0
WYOMING	93	76	12	9	0	3	0	0	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	0	2	1	0	9	0	0	0	2
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	21	3	4	0	0	0	0	0	0
U.S. & INSULAR AREAS	17,197	18,644	23,952	2,987	1,424	531	413	16	8,191
50 STATES, D.C. & P.R.	17,176	18,639	23,947	2,987	1,424	531	413	16	8,189

DATA AS OF OCTOBER 1, 1986.

Table 42

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1984-1985

	VISUALLY HANDICAPPED NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	264	–	43	1	–	–	–	–	–
ALASKA	22	0	12	4	0	0	0	0	0
ARIZONA	5	248	24	0	22	100	0	0	0
ARKANSAS	50	60	104	15	4	10	1	0	1
CALIFORNIA	926	167	1,115	–	10	–	–	7	–
COLORADO	170	92	4	12	0	20	0	0	4
CONNECTICUT	168	57	119	79	24	0	37	0	–
DELAWARE	5	5	20	0	0	1	0	0	7
DISTRICT OF COLUMBIA	0	2	30	0	0	0	0	0	0
FLORIDA	220	219	188	113	0	105	2	0	0
GEORGIA	59	388	18	13	0	101	0	0	0
HAWAII	45	11	30	5	0	0	0	0	0
IDAHO	19	32	11	2	0	70	0	0	0
ILLINOIS	172	278	630	59	19	91	16	1	1
INDIANA	76	260	24	17	0	181	0	0	0
IOWA	92	36	44	–	0	59	–	–	8
KANSAS	90	93	9	0	7	53	0	0	4
KENTUCKY	267	217	21	43	0	10	0	1	10
LOUISIANA	113	61	223	12	0	109	–	0	0
MAINE	64	98	12	0	3	0	1	0	1
MARYLAND	52	243	63	146	1	232	0	0	11
MASSACHUSETTS	66	529	146	15	22	0	4	0	0
MICHIGAN	457	165	206	1	7	12	0	0	0
MINNESOTA	182	153	24	63	–	24	–	0	0
MISSISSIPPI	0	70	31	13	1	107	0	1	1
MISSOURI	230	158	70	0	40	154	0	0	0
MONTANA	86	41	2	0	0	0	0	0	5
NEBRASKA	23	90	11	0	0	40	0	3	0
NEVADA	0	10	41	0	0	0	0	0	0
NEW HAMPSHIRE	84	21	35	0	31	0	7	0	3
NEW JERSEY	1,006	181	42	11	19	0	2	0	0
NEW MEXICO	41	17	20	0	0	73	0	0	0
NEW YORK	430	640	430	60	173	68	45	7	0
NORTH CAROLINA	297	165	46	10	1	144	1	0	0
NORTH DAKOTA	33	–	5	20	–	8	0	0	3
OHIO	357	146	303	29	3	122	0	0	6
OKLAHOMA	135	0	40	19	3	112	0	0	8
OREGON	662	227	42	15	53	57	54	–	12
PENNSYLVANIA	1,009	270	211	24	419	5	102	38	2
PUERTO RICO	65	114	117	0	4	45	7	0	42
RHODE ISLAND	30	0	17	0	4	0	0	0	1
SOUTH CAROLINA	271	113	36	0	2	69	0	0	0
SOUTH DAKOTA	10	23	1	4	0	16	1	0	8
TENNESSEE	310	215	41	32	4	108	2	0	4
TEXAS	44	1,631	202	90	0	127	3	1	61
UTAH	55	158	2	163	0	1	0	0	0
VERMONT	27	8	7	0	1	0	1	0	2
VIRGINIA	0	448	48	18	3	80	0	0	0
WASHINGTON	60	150	267	–	22	73	0	0	2
WEST VIRGINIA	165	27	9	2	0	89	0	0	0
WISCONSIN	88	101	69	25	2	87	0	0	0
WYOMING	22	10	3	0	0	2	2	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	1	0	0	0
U.S. & INSULAR AREAS	9,266	8,412	5,352	1,152	926	2,789	296	59	211
50 STATES, D.C. & P.R.	9,254	8,406	5,344	1,151	926	2,788	296	59	211

DATA AS OF OCTOBER 1, 1986.

Table 43

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1984-1985

	DEAF-BLIND NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTION FACILITY	HOMEBOUND/ HOSPITAL ENVIRONMENT
ALABAMA	7	-	17	0	-	-	-	-	-
ALASKA	0	0	23	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0
ARKANSAS	0	107	7	3	28	1	1	0	4
CALIFORNIA	20	2	136	-	0	-	-	0	-
COLORADO	1	2	10	20	0	44	0	0	3
CONNECTICUT	2	1	1	1	0	0	6	0	-
DELAWARE	0	2	6	27	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	24	1	9	1	0	0
FLORIDA	0	0	7	53	0	0	0	0	0
GEORGIA	0	5	3	2	0	16	0	0	0
HAWAII	0	0	10	5	0	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0	0
ILLINOIS	1	1	24	27	2	36	2	0	0
INDIANA	0	0	0	6	0	0	0	0	0
IOWA	0	0	27	-	0	37	-	-	0
KANSAS	0	1	14	0	9	40	0	0	4
KENTUCKY	1	6	2	3	0	1	0	0	4
LOUISIANA	0	0	12	12	0	10	-	0	0
MAINE	0	0	5	0	0	0	0	0	0
MARYLAND	1	0	2	9	0	89	0	0	2
MASSACHUSETTS	11	89	25	1	4	2	0	0	1
MICHIGAN	0	0	0	0	0	0	0	0	0
MINNESOTA	1	11	9	17	-	10	-	0	5
MISSISSIPPI	0	1	0	0	0	0	0	0	1
MISSOURI	0	5	82	0	6	13	0	0	1
MONTANA	9	2	5	5	0	11	0	0	4
NEBRASKA	-	-	-	-	-	-	0	0	-
NEVADA	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	2	2	1	1	0	5	0	0
NEW JERSEY	0	0	3	4	4	86	0	0	0
NEW MEXICO	0	2	4	0	0	27	0	0	0
NEW YORK	15	9	17	10	26	0	58	0	1
NORTH CAROLINA	0	0	3	4	3	19	0	0	0
NORTH DAKOTA	1	-	1	27	-	0	0	0	0
OHIO	1	0	5	11	0	0	0	0	1
OKLAHOMA	0	3	24	0	10	7	0	0	4
OREGON	14	6	5	1	0	0	0	-	0
PENNSYLVANIA	0	1	1	10	5	0	20	0	0
PUERTO RICO	0	0	4	72	2	17	3	0	9
RHODE ISLAND	1	0	1	0	7	0	3	0	0
SOUTH CAROLINA	0	0	5	2	0	2	0	0	0
SOUTH DAKOTA	0	2	0	0	1	10	0	0	0
TENNESSEE	3	5	3	5	0	56	0	0	2
TEXAS	1	45	6	26	2	38	2	0	1
UTAH	0	0	1	42	0	0	0	0	0
VERMONT	0	1	2	0	0	0	1	0	0
VIRGINIA	0	12	2	10	0	18	0	1	0
WASHINGTON	0	0	0	-	3	20	0	0	0
WEST VIRGINIA	2	4	0	0	0	9	0	0	0
WISCONSIN	0	0	14	0	0	11	0	0	0
WYOMING	10	24	1	0	0	1	0	0	0
AMERICAN SAMOA	0	0	0	4	0	0	0	0	0
GUAM	0	0	0	5	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	102	351	531	449	114	640	102	1	47
50 STATES, D.C. & P.R.	102	351	531	440	114	640	102	1	47

DATA AS OF OCTOBER 1, 1986.

Table 44

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1984-1985

BY HANDICAPPING CONDITION

STATE	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED		EMOTIONALLY DISTURBED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,539	451	1,137	171	425	3	2,262	169	323	77
ALASKA	789	134	426	76	168	27	61	14	39	4
ARIZONA	3,363	280	1,598	141	388	30	550	39	363	28
ARKANSAS	2,692	277	1,117	111	419	46	949	89	48	9
CALIFORNIA	18,092	0	10,948	0	426	0	3,106	0	962	0
COLORADO	3,485	3	1,289	2	301	1	659	0	652	0
CONNECTICUT	3,884	201	1,765	74	565	41	935	18	485	43
DELAWARE	1,165	86	552	36	72	2	183	16	264	24
DISTRICT OF COLUMBIA	665	42	235	8	118	0	118	6	94	0
FLORIDA	9,720	966	3,038	274	1,396	81	2,238	228	2,034	321
GEORGIA	6,517	1,495	1,715	344	763	176	2,044	383	1,388	488
HAWAII	809	12	429	3	128	6	116	2	43	0
IDAHO	1,021	222	561	0	121	0	236	0	37	0
ILLINOIS	18,438	187	5,177	32	1,976	31	3,348	23	2,360	40
INDIANA	6,247	659	2,094	177	769	80	2,244	248	609	77
IOWA	5,148	451	2,046	231	594	12	1,262	79	625	76
KANSAS	3,033	56	830	16	418	4	539	0	413	22
KENTUCKY	3,480	454	1,093	177	463	43	1,107	162	251	27
LOUISIANA	6,907	1,816	2,931	964	1,091	69	1,357	487	692	266
MAINE	2,952	53	849	20	222	0	745	8	410	20
MARYLAND	5,868	266	2,551	108	984	38	935	62	514	25
MASSACHUSETTS	6,387	427	2,255	151	1,469	98	1,354	90	875	59
MICHIGAN	10,982	1,515	3,082	402	1,325	178	3,181	516	2,072	212
MINNESOTA	6,124	106	2,759	35	902	1	1,562	11	586	40
MISSISSIPPI	2,986	152	1,307	54	431	37	1,057	46	25	2
MISSOURI	5,420	606	2,294	252	938	149	1,347	121	641	53
MONTANA	942	4	–	0	–	0	–	0	–	0
NEBRASKA	3,717	5	640	0	325	5	554	0	189	0
NEVADA	877	116	515	59	111	15	112	23	60	5
NEW HAMPSHIRE	1,102	70	479	15	192	33	197	8	139	7
NEW JERSEY	11,443	406	4,733	160	1,817	56	1,847	72	1,730	62
NEW MEXICO	1,807	359	654	141	492	112	193	36	257	35
NEW YORK	27,244	4,383	7,238	1,252	2,368	318	2,799	384	5,047	989
NORTH CAROLINA	5,898	477	1,962	116	670	75	2,046	130	547	102
NORTH DAKOTA	876	77	273	38	208	16	256	4	41	10
OHIO	13,171	504	4,771	133	1,122	53	4,929	110	963	131
OKLAHOMA	3,249	239	1,424	93	378	33	1,022	67	153	23
OREGON	1,986	109	586	36	503	24	393	30	96	8
PENNSYLVANIA	11,328	600	3,871	224	1,420	68	3,224	147	1,570	107
PUERTO RICO	1,932	0	168	0	37	0	1,208	0	109	0
RHODE ISLAND	1,102	22	689	10	133	3	112	1	73	5
SOUTH CAROLINA	4,033	955	1,153	361	507	104	1,629	294	364	113
SOUTH DAKOTA	632	182	–	0	–	0	–	0	–	0
TENNESSEE	4,615	125	2,084	75	775	18	1,025	26	169	3
TEXAS	17,862	367	8,368	29	5,516	42	1,554	50	1,144	157
UTAH	2,004	141	616	42	214	16	285	24	444	36
VERMONT	484	30	171	0	2	28	221	2	35	0
VIRGINIA	5,925	155	2,840	51	759	19	1,165	7	598	46
WASHINGTON	3,747	470	1,660	285	415	67	946	109	182	61
WEST VIRGINIA	2,880	1,290	1,019	548	485	143	957	340	259	201
WISCONSIN	6,228	654	1,947	278	1,234	79	1,456	18	1,061	272
WYOMING	766	62	406	31	124	10	101	6	65	9
AMERICAN SAMOA	29	4	5	1	2	0	15	2	0	0
GUAM	184	33	52	10	12	0	71	20	4	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	97	–	26	–	20	–	23	–	18
U.S. & INSULAR AREAS	274,519	22,852	102,395	7,800	36,612	2,511	61,832	4,071	32,027	4,322
50 STATES, D.C. & P.R.	274,326	22,718	102,338	7,763	36,598	2,491	61,746	4,026	32,023	4,304

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTALS MAY NOT SUM BECAUSE SOME STATES ONLY REPORTED TOTALS FOR TEACHERS INSTEAD OF REPORTING BY INDIVIDUAL CATEGORIES.

DATA AS OF OCTOBER 1, 1986.

Table 44 (continued)

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1984-1985

BY HANDICAPPING CONDITION

STATE	HARD OF HEARING & DEAF		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED		OTHER HEALTH IMPAIRED		VISUALLY HANDICAPPED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	85	4	122	8	36	5	31	10	37	3
ALASKA	20	4	29	5	10	1	4	1	6	2
ARIZONA	150	10	149	9	25	1	80	6	60	0
ARKANSAS	77	4	40	11	5	0	6	1	30	5
CALIFORNIA	450	0	776	0	468	0	236	0	145	0
COLORADO	150	0	247	0	64	0	0	0	37	0
CONNECTICUT	50	2	1	4	40	1	15	0	20	1
DELAWARE	31	2	8	2	33	1	2	1	11	1
DISTRICT OF COLUMBIA	13	0	35	8	9	0	23	4	13	2
FLORIDA	319	12	–	0	190	17	342	18	153	14
GEORGIA	250	38	6	0	85	32	155	9	107	24
HAWAII	25	0	23	1	32	0	–	0	10	0
IDAHO	43	222	4	0	0	0	6	0	12	0
ILLINOIS	730	3	179	5	333	0	–	0	262	0
INDIANA	187	13	169	22	78	7	4	21	88	14
IOWA	157	7	136	40	266	0	0	0	51	0
KANSAS	98	2	659	8	14	0	21	2	40	4
KENTUCKY	359	16	100	16	20	4	43	4	45	5
LOUISIANA	291	16	117	15	85	35	233	25	101	19
MAINE	61	5	310	0	140	0	200	0	10	0
MARYLAND	182	2	462	20	68	3	56	1	106	7
MASSACHUSETTS	89	6	140	9	70	5	89	6	30	3
MICHIGAN	428	87	246	2	–	0	395	49	132	42
MINNESOTA	177	3	0	0	52	2	28	12	55	2
MISSISSIPPI	33	2	9	0	7	4	0	0	4	7
MISSOURI	–	19	1	0	70	6	0	0	23	4
MONTANA	–	0	–	0	–	0	–	0	–	0
NEBRASKA	66	0	–	0	–	0	–	8	23	0
NEVADA	22	3	36	3	7	1	8	4	7	0
NEW HAMPSHIRE	16	0	44	2	5	0	9	1	15	3
NEW JERSEY	204	8	787	31	90	2	184	4	33	0
NEW MEXICO	55	4	59	10	15	5	63	16	18	0
NEW YORK	970	130	1,270	181	233	31	6,954	1,050	357	48
NORTH CAROLINA	–	7	174	25	59	3	122	15	52	4
NORTH DAKOTA	32	4	–	0	34	2	13	0	15	2
OHIO	323	11	524	54	444	6	0	0	95	6
OKLAHOMA	76	3	135	17	27	0	10	0	14	2
OREGON	97	6	26	1	137	3	110	0	30	1
PENNSYLVANIA	532	25	323	13	107	3	0	0	180	14
PUERTO RICO	88	0	248	0	11	0	12	0	35	0
RHODE ISLAND	26	3	13	0	2	0	46	1	7	0
SOUTH CAROLINA	128	25	46	7	67	22	62	8	76	18
SOUTH DAKOTA	–	0	–	0	–	0	–	0	–	0
TENNESSEE	97	2	143	2	83	2	184	4	45	1
TEXAS	213	24	284	16	220	15	482	11	106	10
UTAH	113	1	167	9	38	6	9	1	77	1
VERMONT	20	0	19	0	7	0	7	0	1	0
VIRGINIA	193	0	210	32	52	0	29	0	75	0
WASHINGTON	115	7	191	16	36	1	172	3	16	0
WEST VIRGINIA	92	19	3	0	46	11	31	11	50	16
WISCONSIN	–	1	–	0	226	3	–	0	49	3
WYOMING	21	2	25	0	12	3	5	0	7	1
AMERICAN SAMOA	1	1	4	0	0	0	0	0	0	0
GUAM	6	0	14	3	1	0	2	0	1	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	–	0	–	10	–	0	–	0	–	0
U.S. & INSULAR AREAS	7,992	773	8,637	618	4,240	243	10,445	1,299	2,995	296
50 STATES, D.C. & P.R.	7,985	772	8,619	605	4,239	243	10,443	1,299	2,994	296

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTALS MAY NOT SUM BECAUSE SOME STATES ONLY REPORTED TOTALS FOR TEACHERS INSTEAD OF REPORTING BY INDIVIDUAL CATEGORIES.

DATA AS OF OCTOBER 1, 1986.

Table 44 (continued)

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1984-1985

BY HANDICAPPING CONDITION

	←DEAF-BLIND→	
STATE	EMPLOYED	NEEDED
ALABAMA	3	2
ALASKA	2	0
ARIZONA	1	0
ARKANSAS	1	0
CALIFORNIA	33	0
COLORADO	5	0
CONNECTICUT	0	1
DELAWARE	9	1
DISTRICT OF COLUMBIA	8	0
FLORIDA	9	0
GEORGIA	1	0
HAWAII	1	0
IDAHO	0	0
ILLINOIS	-	0
INDIANA	5	0
IOWA	11	6
KANSAS	-	0
KENTUCKY	0	0
LOUISIANA	9	0
MAINE	5	0
MARYLAND	9	0
MASSACHUSETTS	6	0
MICHIGAN	0	0
MINNESOTA	3	0
MISSISSIPPI	0	0
MISSOURI	15	2
MONTANA	-	0
NEBRASKA	-	0
NEVADA	0	3
NEW HAMPSHIRE	5	0
NEW JERSEY	18	1
NEW MEXICO	1	1
NEW YORK	0	0
NORTH CAROLINA	4	0
NORTH DAKOTA	5	1
OHIO	0	0
OKLAHOMA	10	1
OREGON	0	0
PENNSYLVANIA	15	0
PUERTO RICO	16	0
RHODE ISLAND	0	0
SOUTH CAROLINA	1	2
SOUTH DAKOTA	-	0
TENNESSEE	30	0
TEXAS	75	13
UTAH	41	3
VERMONT	1	0
VIRGINIA	4	0
WASHINGTON	13	0
WEST VIRGINIA	10	1
WISCONSIN	4	0
WYOMING	0	0
AMERICAN SAMOA	2	0
GUAM	1	0
NORTHERN MARIANAS	-	-
TRUST TERRITORIES	-	-
VIRGIN ISLANDS	-	-
BUR. OF INDIAN AFFAIRS	-	0
U.S. & INSULAR AREAS	396	38
50 STATES, D.C. & P.R.	393	38

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTALS MAY NOT SUM BECAUSE SOME STATES ONLY REPORTED TOTALS FOR TEACHERS INSTEAD OF REPORTING BY INDIVIDUAL CATEGORIES.

DATA AS OF OCTOBER 1, 1986.

Table 45

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1984-85

	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS		PHYSICAL THERAPISTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,066	18	20	0	19	0	2	0	7	3
ALASKA	896	62	3	0	20	2	2	0	27	2
ARIZONA	2,599	289	77	4	31	6	1	0	13	5
ARKANSAS	649	67	3	0	4	2	2	0	6	1
CALIFORNIA	27,851	0	223	0	31	0	0	0	31	0
COLORADO	2,940	9	288	0	116	4	10	0	46	5
CONNECTICUT	1,842	224	325	20	29	3	4	0	27	4
DELAWARE	790	54	11	0	15	11	2	0	9	6
DISTRICT OF COLUMBIA	684	33	40	2	12	1	7	0	7	0
FLORIDA	9,096	251	207	6	127	5	9	-	79	4
GEORGIA	4,199	493	220	12	44	7	26	6	52	15
HAWAII	887	15	44	0	21	6	0	0	17	0
IDAHO	806	0	36	0	10	0	6	0	1	0
ILLINOIS	14,232	92	1,157	18	212	13	17	-	157	20
INDIANA	5,706	552	128	17	73	16	55	2	88	20
IOWA	3,192	33	220	0	56	2	13	0	43	4
KANSAS	3,150	29	99	1	38	2	-	0	24	2
KENTUCKY	2,695	244	40	3	20	4	19	0	48	4
LOUISIANA	9,046	30	210	0	72	0	6	0	36	0
MAINE	2,667	178	108	10	14	10	3	0	17	10
MARYLAND	4,804	202	94	7	110	11	16	1	85	16
MASSACHUSETTS	5,859	389	468	11	49	5	0	0	29	2
MICHIGAN	7,840	918	829	169	251	27	0	8	154	13
MINNESOTA	4,944	2	345	0	141	0	4	0	49	0
MISSISSIPPI	1,216	133	31	5	2	2	0	0	12	4
MISSOURI	2,713	41	60	0	40	4	0	0	27	3
MONTANA	624	12	5	2	4	3	2	0	6	2
NEBRASKA	1,034	0	13	0	14	0	0	0	25	0
NEVADA	580	49	2	0	6	2	1	0	7	2
NEW HAMPSHIRE	1,762	131	33	0	69	6	14	0	26	4
NEW JERSEY	13,088	393	983	34	104	11	19	2	112	13
NEW MEXICO	2,549	17	47	-	84	0	3	-	55	1
NEW YORK	14,749	0	-	-	-	-	-	-	-	-
NORTH CAROLINA	4,361	376	73	14	76	15	28	5	64	8
NORTH DAKOTA	620	8	41	1	32	2	3	0	27	1
OHIO	5,995	312	50	0	157	17	24	0	121	13
OKLAHOMA	1,976	112	46	2	19	1	2	9	38	5
OREGON	3,816	100	21	7	24	1	5	0	24	4
PENNSYLVANIA	10,197	361	158	2	124	4	145	0	137	15
PUERTO RICO	1,339	9	70	0	0	1	1	0	0	0
RHODE ISLAND	1,246	10	69	2	11	3	0	0	14	0
SOUTH CAROLINA	3,047	415	64	19	18	7	97	3	21	10
SOUTH DAKOTA	724	106	0	5	0	2	0	0	10	5
TENNESSEE	3,019	3	75	0	25	0	15	0	60	0
TEXAS	12,860	109	168	0	128	15	45	4	42	10
UTAH	1,068	116	69	3	12	4	1	0	13	4
VERMONT	767	3	11	0	5	0	2	0	3	0
VIRGINIA	5,233	0	304	0	89	0	3	0	78	0
WASHINGTON	3,436	574	30	0	107	45	0	0	79	28
WEST VIRGINIA	1,741	185	6	1	10	3	0	0	24	8
WISCONSIN	4,253	22	340	3	159	3	-	0	170	1
WYOMING	785	65	45	3	24	3	0	0	2	1
AMERICAN SAMOA	24	0	1	-	0	-	0	-	0	-
GUAM	185	0	3	0	4	0	2	0	4	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	779	139	10	7	3	4	1	2	4	7
U.S. & INSULAR AREAS	226,021	8,144	8,027	397	2,886	293	616	42	2,234	284
50 STATES, D.C. & P.R.	225,033	8,005	8,013	390	2,879	289	613	40	2,226	277

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THE TOTALS MAY NOT SUM BECAUSE SOME STATES ONLY REPORTED TOTALS FOR ALL STAFF INSTEAD OF REPORTING BY INDIVIDUAL CATEGORIES.

DATA AS OF OCTOBER 1, 1986.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1984-85

	TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS		OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	950	4	70	0	140	4	430	1	180	0
ALASKA	461	30	4	2	32	2	219	6	40	5
ARIZONA	1,290	224	50	2	116	12	503	11	211	16
ARKANSAS	284	35	2	0	84	2	175	20	5	1
CALIFORNIA	17,954	0	411	0	425	0	2,103	0	2,116	0
COLORADO	1,450	0	9	0	174	1	437	0	384	0
CONNECTICUT	295	110	32	0	125	24	356	13	397	24
DELAWARE	380	22	15	0	41	0	112	3	70	3
DISTRICT OF COLUMBIA	131	12	10	2	60	1	284	6	60	3
FLORIDA	4,210	147	125	4	615	22	1,770	25	445	7
GEORGIA	1,949	350	44	9	366	8	648	32	347	17
HAWAII	320	0	7	0	13	0	270	0	7	2
IDAHO	517	0	2	0	62	0	48	0	107	0
ILLINOIS	6,750	3	109	2	544	22	2,988	3	1,076	5
INDIANA	2,066	180	46	13	532	52	2,078	183	350	29
IOWA	1,323	0	13	0	333	7	617	0	347	4
KANSAS	2,378	16	21	1	97	1	88	5	326	1
KENTUCKY	1,039	133	105	3	180	11	655	59	87	8
LOUISIANA	4,280	0	299	0	264	0	3,069	0	284	0
MAINE	798	0	6	25	197	2	725	0	24	3
MARYLAND	2,155	81	107	7	244	12	1,471	40	160	7
MASSACHUSETTS	3,334	265	94	3	308	11	1,111	64	369	18
MICHIGAN	4,645	345	73	7	503	59	321	67	753	111
MINNESOTA	2,593	0	159	2	206	0	358	0	308	0
MISSISSIPPI	447	50	13	2	148	6	104	15	40	10
MISSOURI	1,827	0	0	0	177	7	90	6	26	0
MONTANA	425	0	9	0	39	1	3	1	108	2
NEBRASKA	807	0	0	0	38	0	0	0	34	0
NEVADA	348	26	10	1	19	2	64	1	78	7
NEW HAMPSHIRE	767	72	36	4	103	9	272	5	89	9
NEW JERSEY	3,692	172	213	13	725	15	2,469	14	965	35
NEW MEXICO	1,010	-	51	-	123	0	509	-	34	2
NEW YORK	6,727	-	-	-	2,744	-	3,213	-	2,064	-
NORTH CAROLINA	2,238	189	20	3	272	19	971	51	250	27
NORTH DAKOTA	361	0	8	0	74	0	-	0	32	3
OHIO	2,266	133	125	8	372	26	1,570	20	861	45
OKLAHOMA	613	54	233	5	124	2	608	20	81	5
OREGON	1,121	101	30	1	150	16	1,433	12	110	3
PENNSYLVANIA	5,130	221	111	5	874	39	2,344	29	584	31
PUERTO RICO	658	1	63	0	100	0	136	2	10	5
RHODE ISLAND	452	1	91	0	45	2	254	0	109	0
SOUTH CAROLINA	1,402	258	118	9	226	30	617	20	208	31
SOUTH DAKOTA	540	81	27	2	51	7	0	0	17	1
TENNESSEE	2,000	0	130	0	210	2	730	0	255	0
TEXAS	8,760	100	52	5	612	10	970	0	305	5
UTAH	642	91	8	1	74	1	66	-	131	6
VERMONT	95	0	13	0	67	1	197	0	29	0
VIRGINIA	2,713	0	51	0	225	0	1,064	0	384	0
WASHINGTON	2,136	383	61	10	180	15	336	32	240	52
WEST VIRGINIA	884	94	14	2	113	6	392	16	127	25
WISCONSIN	1,995	0	35	5	195	1	-	0	632	9
WYOMING	354	29	13	1	28	4	94	8	36	2
AMERICAN SAMOA	7	-	1	-	0	-	6	-	0	-
GUAM	100	0	1	0	3	0	37	0	10	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	209	40	7	5	40	4	120	40	12	7
U.S. & INSULAR AREAS	112,330	4,086	3,377	172	13,841	474	39,593	835	16,249	586
50 STATES, D.C. & P.R.	112,006	4,046	3,360	167	13,789	470	39,430	795	16,227	579

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THE TOTALS MAY NOT SUM BECAUSE SOME STATES ONLY REPORTED TOTALS FOR ALL STAFF INSTEAD OF REPORTING BY INDIVIDUAL CATEGORIES.

DATA AS OF OCTOBER 1, 1986.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1984-85

STATE	DIAGNOSTIC STAFF		AUDIOLOGISTS		WORK-STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	19	0	31	1	1	0	134	0	23	2
ALASKA	14	1	4	0	14	1	7	0	41	4
ARIZONA	30	1	11	0	29	2	44	1	173	4
ARKANSAS	64	5	2	0	2	0	8	0	7	2
CALIFORNIA	40	0	167	0	0	0	70	0	0	0
COLORADO	0	0	24	0	74	0	2	0	2	0
CONNECTICUT	31	4	9	0	17	4	33	3	162	0
DELAWARE	49	1	2	0	4	1	36	5	34	2
DISTRICT OF COLUMBIA	4	2	1	0	3	0	5	1	12	0
FLORIDA	484	18	28	–	34	2	259	12	671	–
GEORGIA	51	8	34	2	28	4	158	8	283	1
HAWAII	163	6	3	1	7	0	7	0	0	0
IDAHO	5	0	4	0	2	0	2	0	1	0
ILLINOIS	128	–	42	–	–	–	51	2	852	–
INDIANA	27	5	33	4	41	2	97	19	188	2
IOWA	1	0	73	8	118	0	16	0	1	0
KANSAS	–	0	16	0	–	0	39	0	16	1
KENTUCKY	90	6	2	0	20	0	164	6	146	8
LOUISIANA	337	30	15	0	30	0	58	0	15	0
MAINE	165	20	18	5	70	0	126	72	388	21
MARYLAND	64	2	32	4	60	0	162	5	44	3
MASSACHUSETTS	0	0	6	0	0	0	88	10	11	1
MICHIGAN	80	90	18	2	56	6	150	7	0	0
MINNESOTA	209	0	12	0	166	0	375	0	1	0
MISSISSIPPI	80	10	4	2	3	2	82	4	198	15
MISSOURI	360	18	10	0	0	0	0	0	96	4
MONTANA	0	0	6	0	7	0	8	1	2	0
NEBRASKA	77	0	0	0	0	0	0	0	3	0
NEVADA	11	1	3	2	7	0	5	5	15	0
NEW HAMPSHIRE	39	0	1	0	15	0	72	13	219	13
NEW JERSEY	1,565	29	30	2	158	0	564	26	1,397	27
NEW MEXICO	126	2	11	2	4	–	37	–	2	–
NEW YORK	–	–	–	–	–	–	–	–	–	–
NORTH CAROLINA	42	12	33	4	8	1	84	9	131	10
NORTH DAKOTA	0	0	5	0	0	0	33	0	0	–
OHIO	46	8	31	4	222	16	150	11	0	0
OKLAHOMA	67	5	17	0	27	0	94	4	0	0
OREGON	62	4	12	4	68	5	217	6	517	15
PENNSYLVANIA	128	7	33	1	88	4	164	2	150	1
PUERTO RICO	5	0	2	0	0	0	262	0	0	0
RHODE ISLAND	49	1	3	0	14	0	15	0	104	0
SOUTH CAROLINA	23	2	8	3	6	1	161	14	64	6
SOUTH DAKOTA	3	1	1	1	5	0	35	1	11	0
TENNESSEE	80	0	20	1	15	0	100	0	100	0
TEXAS	1,288	20	12	2	5	0	465	3	0	5
UTAH	10	0	13	3	2	1	17	0	8	0
VERMONT	17	0	16	0	15	0	23	0	262	0
VIRGINIA	82	0	12	0	32	0	165	0	0	0
WASHINGTON	64	0	91	0	15	0	68	0	19	0
WEST VIRGINIA	78	11	6	4	10	2	57	9	11	0
WISCONSIN	360	0	4	0	8	0	305	0	10	0
WYOMING	74	9	9	0	4	0	51	2	49	3
AMERICAN SAMOA	5	–	0	–	0	–	2	–	0	–
GUAM	0	0	1	0	1	0	8	0	0	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	17	5	2	1	2	2	5	5	6	10
U.S. & INSULAR AREAS	6,790	344	966	62	1,515	55	5,339	273	6,284	158
50 STATES, D.C. & P.R.	6,768	339	964	61	1,512	53	5,324	268	6,278	148

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTALS MAY NOT SUM BECAUSE SOME STATES ONLY REPORTED TOTALS FOR ALL STAFF INSTEAD OF REPORTING BY INDIVIDUAL CATEGORIES.

DATA AS OF OCTOBER 1, 1986.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1984-85

STATE	SUPERVISORS/ ADMINISTRATORS (SEA) EMPLOYED	NEEDED
ALABAMA	18	3
ALASKA	0	0
ARIZONA	15	3
ARKANSAS	4	0
CALIFORNIA	7	0
COLORADO	0	0
CONNECTICUT	0	0
DELAWARE	2	0
DISTRICT OF COLUMBIA	18	3
FLORIDA	28	-
GEORGIA	30	4
HAWAII	8	0
IDAHO	3	0
ILLINOIS	66	-
INDIANA	0	0
IOWA	18	0
KANSAS	6	0
KENTUCKY	73	0
LOUISIANA	71	0
MAINE	16	0
MARYLAND	0	0
MASSACHUSETTS	6	0
MICHIGAN	6	0
MINNESOTA	20	0
MISSISSIPPI	52	6
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	23	0
NEVADA	5	1
NEW HAMPSHIRE	10	0
NEW JERSEY	92	0
NEW MEXICO	9	-
NEW YORK	1	-
NORTH CAROLINA	71	10
NORTH DAKOTA	4	1
OHIO	0	3
OKLAHOMA	15	0
OREGON	14	1
PENNSYLVANIA	26	1
PUERTO RICO	16	0
RHODE ISLAND	16	0
SOUTH CAROLINA	13	4
SOUTH DAKOTA	10	0
TENNESSEE	24	0
TEXAS	0	10
UTAH	2	2
VERMONT	12	2
VIRGINIA	31	0
WASHINGTON	0	0
WEST VIRGINIA	9	6
WISCONSIN	40	0
WYOMING	4	1
AMERICAN SAMOA	2	-
GUAM	3	0
NORTHERN MARIANAS	-	-
TRUST TERRITORIES	-	-
VIRGIN ISLANDS	-	-
BUR. OF INDIAN AFFAIRS	6	0
U.S. & INSULAR AREAS	925	73
50 STATES, D.C. & P.R.	914	73

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTALS MAY NOT SUM BECAUSE SOME STATES ONLY REPORTED TOTALS FOR ALL STAFF INSTEAD OF REPORTING BY INDIVIDUAL CATEGORIES.

DATA AS OF OCTOBER 1, 1986.

Table 46

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE 1984-85 SCHOOL YEAR
BY REASON FOR EXIT

ALL CONDITIONS

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	1,276	1,744	55	1,019	532	4,626
ALASKA	204	42	7	113	183	549
ARIZONA	1,608	97	88	478	562	2,833
ARKANSAS	1,571	402	54	570	312	2,909
CALIFORNIA	5,365	0	1,422	4,119	3,729	14,635
COLORADO	1,515	0	18	1,122	703	3,358
CONNECTICUT	1,801	832	189	1,100	432	4,354
DELAWARE	339	112	90	277	122	940
DISTRICT OF COLUMBIA	63	19	29	12	23	146
FLORIDA	1,543	2,122	7	1,805	963	6,440
GEORGIA	2,099	897	76	1,916	1,259	6,247
HAWAII	131	141	24	128	132	556
IDAHO	390	107	5	185	89	776
ILLINOIS	0	0	56	0	11,423	11,479
INDIANA	2,824	400	231	1,287	747	5,489
IOWA	2,048	232	34	705	874	3,893
KANSAS	1,507	237	60	472	490	2,766
KENTUCKY	1,938	378	65	1,874	795	5,050
LOUISIANA	871	1,405	102	1,442	862	4,682
MAINE	564	154	58	120	0	896
MARYLAND	2,975	544	0	555	0	4,074
MASSACHUSETTS	0	469	528	444	0	1,441
MICHIGAN	6,513	635	599	1,894	96	9,737
MINNESOTA	3,270	135	0	540	0	3,945
MISSISSIPPI	705	1,692	69	840	312	3,618
MISSOURI	2,610	699	306	2,858	769	7,242
MONTANA	452	46	17	144	155	814
NEBRASKA	993	303	121	42	52	1,511
NEVADA	208	166	2	56	9	441
NEW HAMPSHIRE	573	0	28	429	223	1,253
NEW JERSEY	2,866	0	236	801	0	3,903
NEW MEXICO	785	102	10	438	327	1,662
NEW YORK	-	6,081	1,435	4,261	2,433	14,210
NORTH CAROLINA	3,144	1,361	204	1,747	674	7,130
NORTH DAKOTA	330	59	6	94	75	564
OHIO	7,002	155	28	1,774	1,733	10,692
OKLAHOMA	2,698	10	60	762	479	4,009
OREGON	983	387	11	249	176	1,806
PENNSYLVANIA	6,718	1,182	309	2,361	1,151	11,721
PUERTO RICO	96	0	136	666	546	1,444
RHODE ISLAND	304	69	40	211	1,326	1,950
SOUTH CAROLINA	1,366	818	242	1,028	624	4,078
SOUTH DAKOTA	0	872	21	0	0	893
TENNESSEE	-	-	-	-	-	5,785
TEXAS	3,583	5,318	0	0	0	8,901
UTAH	1,087	158	71	321	90	1,727
VERMONT	17	0	0	54	12	83
VIRGINIA	1,497	1,265	88	1,507	881	5,238
WASHINGTON	1,764	524	255	1,062	389	3,994
WEST VIRGINIA	1,518	29	1	710	269	2,527
WISCONSIN	1,066	124	224	112	171	1,697
WYOMING	367	27	9	72	107	582
AMERICAN SAMOA	0	0	1	1	9	11
GUAM	59	0	0	34	50	143
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	80	16	37	64	26	223
U.S. & INSULAR AREAS	83,286	32,567	7,764	44,875	37,396	211,673
50 STATES, D.C. & P.R.	83,147	32,551	7,726	44,776	37,311	211,296

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 47

PROPORTION OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE 1984-85 SCHOOL YEAR
BY REASON FOR EXIT

ALL CONDITIONS

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	27.58	37.70	1.19	22.03	11.50	100.00
ALASKA	37.16	7.65	1.28	20.58	33.33	100.00
ARIZONA	56.76	3.42	3.11	16.87	19.84	100.00
ARKANSAS	54.00	13.82	1.86	19.59	10.73	100.00
CALIFORNIA	36.66	0.00	9.72	28.14	25.48	100.00
COLORADO	45.12	0.00	0.54	33.41	20.94	100.00
CONNECTICUT	41.36	19.11	4.34	25.26	9.92	100.00
DELAWARE	36.06	11.91	9.57	29.47	12.98	100.00
DISTRICT OF COLUMBIA	43.15	13.01	19.86	8.22	15.75	100.00
FLORIDA	23.96	32.95	0.11	28.03	14.95	100.00
GEORGIA	33.60	14.36	1.22	30.67	20.15	100.00
HAWAII	23.56	25.36	4.32	23.02	23.74	100.00
IDAHO	50.26	13.79	0.64	23.84	11.47	100.00
ILLINOIS	0.00	0.00	0.49	0.00	99.51	100.00
INDIANA	51.45	7.29	4.21	23.45	13.61	100.00
IOWA	52.61	5.96	0.87	18.11	22.45	100.00
KANSAS	54.48	8.57	2.17	17.06	17.72	100.00
KENTUCKY	38.38	7.49	1.29	37.11	15.74	100.00
LOUISIANA	18.60	30.01	2.18	30.80	18.41	100.00
MAINE	62.95	17.19	6.47	13.39	0.00	100.00
MARYLAND	73.02	13.35	0.00	13.62	0.00	100.00
MASSACHUSETTS	0.00	32.55	36.64	30.81	0.00	100.00
MICHIGAN	66.89	6.52	6.15	19.45	0.99	100.00
MINNESOTA	82.89	3.42	0.00	13.69	0.00	100.00
MISSISSIPPI	19.48	46.77	1.91	23.22	8.62	100.00
MISSOURI	36.04	9.65	4.23	39.46	10.62	100.00
MONTANA	55.53	5.65	2.09	17.69	19.[illegible]4	100.00
NEBRASKA	65.72	20.05	8.01	2.78	3.44	100.00
NEVADA	47.17	37.64	0.45	12.70	2.04	100.00
NEW HAMPSHIRE	45.73	0.00	2.23	34.24	17.80	100.00
NEW JERSEY	73.43	0.00	6.05	20.52	0.00	100.00
NEW MEXICO	47.23	6.14	0.60	26.35	19.68	100.00
NEW YORK	-	42.79	10.10	29.99	17.12	100.00
NORTH CAROLINA	44.10	19.09	2.86	24.50	9.45	100.00
NORTH DAKOTA	58.51	10.46	1.06	16.67	13.30	100.00
OHIO	65.49	1.45	0.26	16.59	16.21	100.00
OKLAHOMA	67.30	0.25	1.50	19.01	11.95	100.00
OREGON	54.43	21.43	0.61	13.79	9.75	100.00
PENNSYLVANIA	57.32	10.08	2.64	20.14	9.82	100.00
PUERTO RICO	6.65	0.00	9.42	46.12	37.81	100.00
RHODE ISLAND	15.59	3.54	2.05	10.82	68.00	100.00
SOUTH CAROLINA	33.50	20.06	5.93	25.21	15.30	100.00
SOUTH DAKOTA	0.00	97.65	2.35	0.00	0.00	100.00
TENNESSEE	-	-	-	-	-	100.00
TEXAS	40.25	59.75	0.00	0.00	0.00	100.00
UTAH	62.94	9.15	4.11	18.59	5.21	100.00
VERMONT	20.48	0.00	0.00	65.06	14.46	100.00
VIRGINIA	28.58	24.15	1.68	28.77	16.82	100.00
WASHINGTON	44.17	13.12	6.38	26.59	9.74	100.00
WEST VIRGINIA	60.07	1.15	0.04	28.10	10.65	100.00
WISCONSIN	62.02	7.31	13.20	6.60	10.88	100.00
WYOMING	63.06	4.64	1.55	12.37	18.38	100.00
AMERICAN SAMOA	0.00	0.00	9.09	9.09	81.82	100.00
GUAM	41.26	0.00	0.00	23.78	34.97	100.00
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	35.87	7.17	16.59	28.70	11.66	100.00
U.S. & INSULAR AREAS	39.35	15.39	3.07	21.20	17.67	100.00
50 STATES, D.C. & P.R.	39.35	15.41	3.06	21.19	17.66	100.00

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1986.

Table 48

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE 1984-85 SCHOOL YEAR
BY REASON FOR EXIT

LEARNING DISABLED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	785	140	3	248	100	1,276
ALASKA	164	33	4	91	149	441
ARIZONA	1,068	52	11	307	338	1,776
ARKANSAS	848	156	22	291	148	1,465
CALIFORNIA	3,806	0	34	2,223	2,270	8,333
COLORADO	722	0	0	475	59	1,256
CONNECTICUT	1,245	461	7	353	165	2,231
DELAWARE	198	50	30	122	42	442
DISTRICT OF COLUMBIA	47	0	6	10	10	81
FLORIDA	717	309	0	717	134	1,877
GEORGIA	1,304	144	2	754	578	2,782
HAWAII	90	95	9	62	32	288
IDAHO	254	37	0	135	58	484
ILLINOIS	0	0	7	0	5,729	5,736
INDIANA	1,231	31	0	447	285	1,994
IOWA	1,163	23	8	253	254	1,701
KANSAS	678	26	2	208	215	1,129
KENTUCKY	874	35	2	768	211	1,890
LOUISIANA	678	430	3	741	356	2,208
MAINE	243	50	10	44	0	347
MARYLAND	2,048	121	0	336	0	2,505
MASSACHUSETTS	0	164	188	157	0	509
MICHIGAN	3,749	0	0	1,151	96	4,996
MINNESOTA	1,935	0	0	460	0	2,395
MISSISSIPPI	504	623	1	386	150	1,664
MISSOURI	1,235	24	0	744	182	2,185
MONTANA	325	21	1	99	111	557
NEBRASKA	792	181	0	31	36	1,040
NEVADA	164	109	0	22	7	302
NEW HAMPSHIRE	400	0	2	266	139	807
NEW JERSEY	1,811	0	19	160	0	1,990
NEW MEXICO	485	34	0	239	171	929
NEW YORK	-	3,188	139	2,181	1,049	6,557
NORTH CAROLINA	2,112	287	22	888	294	3,603
NORTH DAKOTA	146	15	0	52	40	253
OHIO	2,397	130	14	470	557	3,568
OKLAHOMA	1,580	10	10	450	240	2,290
OREGON	662	317	1	196	142	1,318
PENNSYLVANIA	3,209	84	6	1,030	498	4,827
PUERTO RICO	12	0	0	59	86	157
RHODE ISLAND	231	12	4	115	872	1,234
SOUTH CAROLINA	616	148	47	308	195	1,314
SOUTH DAKOTA	0	363	2	0	0	365
TENNESSEE	-	-	-	-	-	3,145
TEXAS	2,720	3,286	0	0	0	6,006
UTAH	414	25	3	76	11	529
VERMONT	8	0	0	27	2	37
VIRGINIA	1,025	357	30	252	240	1,904
WASHINGTON	1,569	359	30	822	344	3,124
WEST VIRGINIA	880	3	1	278	91	1,253
WISCONSIN	496	0	0	50	0	546
WYOMING	224	8	1	47	74	354
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	23	0	0	20	31	74
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	56	13	8	30	22	129
U.S. & INSULAR AREAS	47,943	11,982	689	19,651	16,813	100,203
50 STATES, D.C. & P.R.	47,864	11,949	681	19,601	16,760	100,000

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 49

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY REASON FOR EXIT

SPEECH IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	20	55	1	28	3	107
ALASKA	4	0	0	0	5	9
ARIZONA	48	3	2	3	59	115
ARKANSAS	34	3	0	6	13	56
CALIFORNIA	265	0	0	133	132	530
COLORADO	36	0	0	54	21	111
CONNECTICUT	57	0	0	55	17	129
DELAWARE	2	1	0	0	0	3
DISTRICT OF COLUMBIA	1	0	0	0	0	1
FLORIDA	438	120	0	105	129	792
GEORGIA	70	42	4	18	54	188
HAWAII	6	2	0	2	2	12
IDAHO	9	2	0	2	1	14
ILLINOIS	0	0	0	0	456	456
INDIANA	327	20	3	92	26	468
IOWA	12	1	0	2	10	25
KANSAS	156	0	0	6	40	202
KENTUCKY	46	2	0	25	28	101
LOUISIANA	23	7	0	56	43	129
MAINE	7	7	1	2	0	17
MARYLAND	258	23	0	36	0	317
MASSACHUSETTS	0	108	122	100	0	330
MICHIGAN	232	0	0	0	0	232
MINNESOTA	90	0	0	0	0	90
MISSISSIPPI	36	50	3	36	28	153
MISSOURI	167	0	0	65	79	311
MONTANA	12	1	1	3	0	17
NEBRASKA	27	23	0	0	0	50
NEVADA	15	1	0	2	1	19
NEW HAMPSHIRE	8	0	0	5	8	21
NEW JERSEY	112	0	4	0	0	116
NEW MEXICO	90	3	2	28	23	146
NEW YORK	–	611	0	458	457	1,526
NORTH CAROLINA	32	8	11	31	19	101
NORTH DAKOTA	30	2	1	4	6	43
OHIO	134	0	0	0	15	149
OKLAHOMA	21	0	0	0	10	31
OREGON	32	12	0	6	3	53
PENNSYLVANIA	641	67	55	91	112	966
PUERTO RICO	4	0	0	12	4	20
RHODE ISLAND	10	0	0	3	25	38
SOUTH CAROLINA	49	8	1	24	22	104
SOUTH DAKOTA	0	15	0	0	0	15
TENNESSEE	–	–	–	–	–	178
TEXAS	57	22	0	0	0	79
UTAH	15	0	0	1	0	16
VERMONT	0	0	0	1	0	1
VIRGINIA	113	24	0	4	10	151
WASHINGTON	–	–	–	–	–	–
WEST VIRGINIA	15	9	0	0	3	27
WISCONSIN	49	0	0	0	6	55
WYOMING	20	1	0	1	1	23
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	0	12	5	0	17
U.S. & INSULAR AREAS	3,830	1,253	223	1,505	1,871	8,868
50 STATES, D.C. & P.R.	3,830	1,253	211	1,500	1,871	8,843

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 50

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY REASON FOR EXIT

MENTALLY RETARDED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	347	1,498	41	713	179	2,778
ALASKA	24	5	2	8	7	46
ARIZONA	229	17	58	50	47	401
ARKANSAS	632	231	23	249	140	1,275
CALIFORNIA	606	0	945	925	706	3,182
COLORADO	310	0	11	183	184	688
CONNECTICUT	9	80	121	133	54	397
DELAWARE	51	48	37	44	11	191
DISTRICT OF COLUMBIA	10	10	12	1	5	38
FLORIDA	26	1,472	0	563	326	2,387
GEORGIA	282	592	68	485	229	1,656
HAWAII	0	24	9	31	57	121
IDAHO	80	61	5	31	19	196
ILLINOIS	0	0	28	0	2,099	2,127
INDIANA	1,054	270	191	618	325	2,458
IOWA	630	167	14	236	215	1,262
KANSAS	408	40	5	79	78	610
KENTUCKY	873	308	51	833	303	2,368
LOUISIANA	57	842	84	435	181	1,599
MAINE	200	37	33	27	0	297
MARYLAND	348	173	0	89	0	610
MASSACHUSETTS	0	99	113	94	0	306
MICHIGAN	456	627	535	250	0	1,868
MINNESOTA	550	135	0	0	0	685
MISSISSIPPI	133	989	60	393	120	1,695
MISSOURI	746	595	297	1,879	265	3,782
MONTANA	50	16	6	20	15	107
NEBRASKA	0	23	102	4	2	131
NEVADA	7	27	2	7	0	43
NEW HAMPSHIRE	73	0	22	46	22	163
NEW JERSEY	251	0	162	160	0	573
NEW MEXICO	117	50	7	67	47	288
NEW YORK	–	684	410	548	273	1,915
NORTH CAROLINA	706	936	112	610	186	2,550
NORTH DAKOTA	118	31	3	21	9	182
OHIO	3,959	25	0	1,075	702	5,761
OKLAHOMA	990	0	50	295	200	1,535
OREGON	122	27	1	18	5	173
PENNSYLVANIA	2,059	962	219	702	214	4,156
PUERTO RICO	52	0	69	524	342	987
RHODE ISLAND	18	38	22	25	95	198
SOUTH CAROLINA	512	553	169	550	281	2,065
SOUTH DAKOTA	0	289	19	0	0	308
TENNESSEE	–	–	–	–	–	1,376
TEXAS	215	1,086	0	0	0	1,301
UTAH	157	64	33	33	15	302
VERMONT	4	0	0	20	5	29
VIRGINIA	72	761	48	786	528	2,195
WASHINGTON	150	105	165	0	15	435
WEST VIRGINIA	514	14	0	328	133	989
WISCONSIN	304	123	212	22	154	815
WYOMING	34	14	3	8	9	68
AMERICAN SAMOA	0	0	0	0	9	9
GUAM	31	0	0	11	18	60
NORTHERN MARIANAS	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	17	3	9	13	4	46
U.S. & INSULAR AREAS	18,593	14,151	4,588	14,162	8,833	61,703
50 STATES, D.C. & P.R.	18,545	14,148	4,579	14,138	8,802	61,588

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 51

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY REASON FOR EXIT

EMOTIONALLY DISTURBED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	39	6	0	22	236	303
ALASKA	2	0	0	11	15	28
ARIZONA	163	18	4	101	75	361
ARKANSAS	4	1	0	11	4	20
CALIFORNIA	113	0	68	153	145	479
COLORADO	266	0	0	441	357	1,064
CONNECTICUT	411	260	51	506	166	1,394
DELAWARE	61	10	3	108	68	250
DISTRICT OF COLUMBIA	3	1	0	1	7	12
FLORIDA	80	106	0	175	313	674
GEORGIA	359	65	2	642	379	1,447
HAWAII	0	5	0	11	12	28
IDAHO	15	2	0	16	8	41
ILLINOIS	0	0	21	0	2,680	2,701
INDIANA	80	15	21	79	68	263
IOWA	175	27	4	209	343	758
KANSAS	170	155	30	162	135	652
KENTUCKY	62	2	0	217	223	504
LOUISIANA	54	57	5	148	224	488
MAINE	70	33	6	19	0	128
MARYLAND	173	40	0	39	0	252
MASSACHUSETTS	0	63	73	61	0	197
MICHIGAN	1,636	0	0	493	0	2,129
MINNESOTA	550	0	0	80	0	630
MISSISSIPPI	4	5	2	6	7	24
MISSOURI	107	0	0	121	190	418
MONTANA	12	5	0	13	16	46
NEBRASKA	104	71	0	5	8	188
NEVADA	12	12	0	25	0	49
NEW HAMPSHIRE	54	0	0	110	47	211
NEW JERSEY	519	0	17	481	0	1,017
NEW MEXICO	53	1	0	91	77	222
NEW YORK	-	966	386	774	194	2,320
NORTH CAROLINA	80	41	20	183	130	454
NORTH DAKOTA	11	2	1	15	16	45
OHIO	56	0	14	126	139	335
OKLAHOMA	29	0	0	17	20	66
OREGON	88	8	4	13	8	121
PENNSYLVANIA	449	38	8	502	278	1,275
PUERTO RICO	0	0	0	8	0	8
RHODE ISLAND	13	8	5	56	124	206
SOUTH CAROLINA	86	36	11	132	111	376
SOUTH DAKOTA	0	65	0	0	0	65
TENNESSEE	-	-	-	-	-	189
TEXAS	215	440	0	0	0	655
UTAH	410	50	17	205	60	742
VERMONT	2	0	0	5	2	9
VIRGINIA	150	54	3	447	81	735
WASHINGTON	0	15	15	225	0	255
WEST VIRGINIA	46	3	0	61	29	139
WISCONSIN	98	0	0	40	0	138
WYOMING	73	3	1	15	21	113
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	3	0	3
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	4	0	2	12	0	18
U.S. & INSULAR AREAS	7,161	2,689	794	7,396	7,016	25,245
50 STATES, D.C. & P.R.	7,157	2,689	792	7,381	7,016	25,224

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 52

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY REASON FOR EXIT

HARD OF HEARING & DEAF

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	18	8	0	0	2	28
ALASKA	3	3	1	0	0	7
ARIZONA	55	8	1	11	0	75
ARKANSAS	26	3	7	7	1	44
CALIFORNIA	180	0	37	128	114	459
COLORADO	81	0	0	6	19	106
CONNECTICUT	28	7	4	17	9	65
DELAWARE	18	0	0	3	0	21
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	33	42	7	15	14	111
GEORGIA	36	32	0	6	8	82
HAWAII	21	9	4	11	8	53
IDAHO	15	0	0	0	1	16
ILLINOIS	0	0	0	0	70	70
INDIANA	84	4	0	28	9	125
IOWA	25	0	0	2	15	42
KANSAS	39	0	3	8	6	56
KENTUCKY	46	0	8	8	3	65
LOUISIANA	23	19	0	11	5	58
MAINE	16	7	1	12	0	36
MARYLAND	43	43	0	11	0	97
MASSACHUSETTS	0	10	3	7	0	20
MICHIGAN	200	5	0	0	0	205
MINNESOTA	45	0	0	0	0	45
MISSISSIPPI	16	13	2	14	3	48
MISSOURI	223	5	0	5	5	238
MONTANA	24	0	1	1	4	30
NEBRASKA	49	2	0	2	0	53
NEVADA	8	9	0	0	1	18
NEW HAMPSHIRE	17	0	0	2	1	20
NEW JERSEY	20	0	4	0	0	24
NEW MEXICO	12	1	0	3	1	17
NEW YORK	–	70	43	51	40	204
NORTH CAROLINA	105	28	2	5	3	143
NORTH DAKOTA	6	1	0	1	0	8
OHIO	207	0	0	39	26	272
OKLAHOMA	34	0	0	0	7	41
OREGON	10	2	2	2	1	17
PENNSYLVANIA	197	4	0	12	22	235
PUERTO RICO	16	0	4	35	39	94
RHODE ISLAND	17	7	2	5	9	40
SOUTH CAROLINA	68	44	0	8	4	124
SOUTH DAKOTA	0	24	0	0	0	24
TENNESSEE	–	–	–	–	–	57
TEXAS	104	103	0	0	0	207
UTAH	17	1	1	1	0	20
VERMONT	1	0	0	1	1	3
VIRGINIA	71	19	0	7	9	106
WASHINGTON	15	0	0	0	0	15
WEST VIRGINIA	23	0	0	1	6	30
WISCONSIN	35	0	4	0	0	39
WYOMING	3	0	0	0	0	3
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	5	0	0	0	0	5
NORTHERN MARIANAS	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. & INSULAR AREAS	2,338	605	141	486	474	4,101
50 STATES, D.C. & P.R.	2,333	605	141	486	474	4,096

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

124

Table 53

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY REASON FOR EXIT

MULTIHANDICAPPED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	2	25	9	1	5	42
ALASKA	3	1	0	0	2	6
ARIZONA	8	2	10	1	7	28
ARKANSAS	3	7	2	0	1	13
CALIFORNIA	23	0	174	285	106	588
COLORADO	57	0	0	29	38	124
CONNECTICUT	0	6	2	12	4	24
DELAWARE	0	1	0	0	0	1
DISTRICT OF COLUMBIA	0	0	0	0	1	1
FLORIDA	0	0	0	0	0	0
GEORGIA	-	-	-	-	-	-
HAWAII	0	0	0	0	14	14
IDAHO	3	1	0	0	1	5
ILLINOIS	-	-	-	-	-	-
INDIANA	0	42	16	14	27	99
IOWA	4	11	5	0	32	52
KANSAS	10	10	18	2	5	45
KENTUCKY	9	15	3	14	1	42
LOUISIANA	0	25	5	6	13	49
MAINE	9	9	0	2	0	20
MARYLAND	80	88	0	27	0	195
MASSACHUSETTS	0	10	12	11	0	33
MICHIGAN	0	0	64	0	0	64
MINNESOTA	-	-	-	-	-	-
MISSISSIPPI	0	2	0	0	0	2
MISSOURI	24	42	9	24	19	118
MONTANA	18	2	5	7	2	34
NEBRASKA	0	2	13	0	6	21
NEVADA	0	8	0	0	0	8
NEW HAMPSHIRE	0	0	3	0	1	4
NEW JERSEY	70	0	27	0	0	97
NEW MEXICO	14	10	1	5	2	32
NEW YORK	-	126	210	126	126	588
NORTH CAROLINA	32	24	27	17	20	120
NORTH DAKOTA	1	8	0	0	2	11
OHIO	30	0	0	20	20	70
OKLAHOMA	20	0	0	0	2	22
OREGON	0	0	0	0	0	0
PENNSYLVANIA	5	10	16	0	1	32
PUERTO RICO	0	0	51	8	28	87
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	2	10	4	1	17
SOUTH DAKOTA	0	83	0	0	0	83
TENNESSEE	-	-	-	-	-	38
TEXAS	11	91	0	0	0	102
UTAH	35	15	16	5	4	75
VERMONT	0	0	0	0	1	1
VIRGINIA	23	17	2	2	8	52
WASHINGTON	0	15	15	0	0	30
WEST VIRGINIA	-	-	-	-	-	-
WISCONSIN	30	0	0	0	0	30
WYOMING	4	0	3	0	1	8
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	1	1
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	4	2	0	6
U.S. & INSULAR AREAS	528	710	738	624	502	3,140
50 STATES, D.C. & P.R.	528	710	734	622	501	3,133

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 54

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE 1984-85 SCHOOL YEAR
BY REASON FOR EXIT

ORTHOPEDICALLY IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	11	2	0	4	2	19
ALASKA	1	0	0	1	5	7
ARIZONA	18	0	1	1	1	21
ARKANSAS	5	0	0	0	0	5
CALIFORNIA	147	0	51	111	93	402
COLORADO	27	0	0	9	16	52
CONNECTICUT	7	5	4	6	4	26
DELAWARE	1	0	9	0	0	10
DISTRICT OF COLUMBIA	2	0	6	0	0	8
FLORIDA	79	7	0	66	21	173
GEORGIA	16	9	0	5	3	33
HAWAII	11	5	1	11	6	34
IDAHO	4	2	0	0	0	6
ILLINOIS	0	0	0	0	113	113
INDIANA	19	10	0	6	5	40
IOWA	30	0	1	2	3	36
KANSAS	3	0	0	0	2	5
KENTUCKY	7	9	0	3	3	22
LOUISIANA	10	8	4	6	6	34
MAINE	7	0	0	4	0	11
MARYLAND	17	12	0	4	0	33
MASSACHUSETTS	0	5	6	5	0	16
MICHIGAN	199	0	0	0	0	199
MINNESOTA	30	0	0	0	0	30
MISSISSIPPI	8	9	1	5	1	24
MISSOURI	47	0	0	10	19	76
MONTANA	1	0	0	0	0	1
NEBRASKA	13	1	5	0	0	19
NEVADA	1	0	0	0	0	1
NEW HAMPSHIRE	7	0	1	0	0	8
NEW JERSEY	19	0	2	0	0	21
NEW MEXICO	8	1	0	3	3	15
NEW YORK	–	58	43	14	29	144
NORTH CAROLINA	15	11	3	0	4	33
NORTH DAKOTA	5	0	0	1	0	6
OHIO	174	0	0	14	274	462
OKLAHOMA	9	0	0	0	0	9
OREGON	32	9	1	4	8	54
PENNSYLVANIA	58	13	2	9	21	103
PUERTO RICO	0	0	4	12	4	20
RHODE ISLAND	4	0	3	0	6	13
SOUTH CAROLINA	21	26	2	0	5	54
SOUTH DAKOTA	0	13	0	0	0	13
TENNESSEE	–	–	–	–	–	117
TEXAS	71	59	0	0	0	130
UTAH	19	0	1	0	0	20
VERMONT	2	0	0	0	0	2
VIRGINIA	11	18	1	1	0	31
WASHINGTON	0	0	30	0	0	30
WEST VIRGINIA	5	0	0	1	0	6
WISCONSIN	21	0	8	0	8	37
WYOMING	2	1	0	0	0	3
AMERICAN SAMOA	0	0	1	0	0	1
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	1	0	2	0	0	3
U.S. & INSULAR AREAS	1,205	293	193	318	665	2,791
50 STATES, D.C. & P.R.	1,204	293	190	318	665	2,787

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 55

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY REASON FOR EXIT

OTHER HEALTH IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	13	2	0	0	2	17
ALASKA	1	0	0	1	0	2
ARIZONA	10	0	0	3	23	36
ARKANSAS	2	0	0	2	1	5
CALIFORNIA	165	0	58	129	133	485
COLORADO	-	-	-	-	-	-
CONNECTICUT	39	11	0	17	13	80
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	3	0	0	3
FLORIDA	137	66	0	137	0	340
GEORGIA	14	4	0	1	2	21
HAWAII	-	-	-	-	-	-
IDAHO	7	1	0	1	0	9
ILLINOIS	0	0	0	0	251	251
INDIANA	1	0	0	0	1	2
IOWA	-	-	-	-	-	-
KANSAS	36	2	0	7	7	52
KENTUCKY	7	4	0	4	22	37
LOUISIANA	19	8	0	36	30	93
MAINE	10	9	0	2	0	21
MARYLAND	8	7	0	7	0	22
MASSACHUSETTS	0	7	7	7	0	21
MICHIGAN	0	0	0	0	0	0
MINNESOTA	44	0	0	0	0	44
MISSISSIPPI	-	-	-	-	-	-
MISSOURI	24	0	0	0	10	34
MONTANA	5	0	3	0	6	14
NEBRASKA	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-
NEW HAMPSHIRE	6	0	0	0	5	11
NEW JERSEY	61	0	1	0	0	62
NEW MEXICO	4	2	0	0	3	9
NEW YORK	-	340	176	87	250	853
NORTH CAROLINA	31	17	7	9	13	77
NORTH DAKOTA	3	0	0	0	1	4
OHIO	-	-	-	-	-	-
OKLAHOMA	8	0	0	0	0	8
OREGON	31	9	2	8	6	56
PENNSYLVANIA	-	-	-	-	-	-
PUERTO RICO	4	0	0	4	27	35
RHODE ISLAND	11	0	0	7	190	208
SOUTH CAROLINA	0	1	1	0	0	2
SOUTH DAKOTA	0	7	0	0	0	7
TENNESSEE	-	-	-	-	-	863
TEXAS	156	106	0	0	0	262
UTAH	14	0	0	0	0	14
VERMONT	-	-	-	-	1	1
VIRGINIA	8	6	1	4	2	21
WASHINGTON	15	30	0	15	30	90
WEST VIRGINIA	17	0	0	22	7	46
WISCONSIN	20	0	0	0	3	23
WYOMING	5	0	0	1	0	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	0	0	0	0	2
U.S. & INSULAR AREAS	938	639	253	511	1,045	4,049
50 STATES, D.C. & P.R.	936	639	253	511	1,045	4,047

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 56

NUMBER OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY REASON FOR EXIT

VISUALLY HANDICAPPED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	41	8	1	3	3	56
ALASKA	2	0	0	1	0	3
ARIZONA	9	5	1	1	4	20
ARKANSAS	17	1	0	4	4	26
CALIFORNIA	60	0	46	32	30	168
COLORADO	16	0	0	5	8	29
CONNECTICUT	4	0	0	1	0	5
DELAWARE	8	2	8	0	1	19
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	33	0	0	27	26	86
GEORGIA	0	1	0	1	0	2
HAWAII	3	1	1	0	0	5
IDAHO	3	1	0	0	1	5
ILLINOIS	0	0	0	0	25	25
INDIANA	28	8	0	3	1	40
IOWA	9	0	0	1	0	10
KANSAS	7	4	0	0	2	13
KENTUCKY	14	2	1	2	1	20
LOUISIANA	7	9	1	3	3	23
MAINE	2	2	1	8	0	13
MARYLAND	0	34	0	6	0	40
MASSACHUSETTS	0	3	3	2	0	8
MICHIGAN	41	3	0	0	0	44
MINNESOTA	24	0	0	0	0	24
MISSISSIPPI	4	1	0	0	3	8
MISSOURI	37	33	0	10	0	80
MONTANA	5	1	0	1	1	8
NEBRASKA	8	0	1	0	0	9
NEVADA	1	0	0	0	0	1
NEW HAMPSHIRE	7	0	0	0	0	7
NEW JERSEY	3	0	0	0	0	3
NEW MEXICO	2	0	0	2	0	4
NEW YORK	-	34	25	17	8	84
NORTH CAROLINA	30	7	0	4	5	46
NORTH DAKOTA	10	0	0	0	1	11
OHIO	45	0	0	30	0	75
OKLAHOMA	6	0	0	0	0	6
OREGON	2	2	0	2	1	7
PENNSYLVANIA	100	2	1	15	5	123
PUERTO RICO	4	0	8	4	12	28
RHODE ISLAND	0	2	4	0	5	11
SOUTH CAROLINA	14	0	1	2	5	22
SOUTH DAKOTA	0	7	0	0	0	7
TENNESSEE	-	-	-	-	-	21
TEXAS	32	40	0	0	0	72
UTAH	6	0	0	0	0	6
VERMONT	-	-	-	-	-	-
VIRGINIA	24	9	1	3	3	40
WASHINGTON	15	0	0	0	0	15
WEST VIRGINIA	9	0	0	2	0	11
WISCONSIN	13	0	0	0	0	13
WYOMING	2	0	0	0	1	3
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	2	0	2
U.S. & INSULAR AREAS	787	222	104	194	159	1,407
50 STATES, D.C. & P.R.	787	222	104	192	159	1,405

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

128

Table 57

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY REASON FOR EXIT

DEAF-BLIND

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	0	0	9	0	0	9
COLORADO	0	0	7	0	1	8
CONNECTICUT	1	2	0	0	0	3
DELAWARE	0	0	3	0	0	3
DISTRICT OF COLUMBIA	0	0	2	0	0	2
FLORIDA	0	0	0	0	0	0
GEORGIA	18	8	0	4	6	36
HAWAII	0	0	0	0	1	1
IDAHO	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0
INDIANA	0	0	0	0	0	0
IOWA	0	3	2	0	2	7
KANSAS	0	0	2	0	0	2
KENTUCKY	0	1	0	0	0	1
LOUISIANA	0	0	0	0	1	1
MAINE	0	0	0	0	0	0
MARYLAND	0	3	0	0	0	3
MASSACHUSETTS	0	0	1	0	0	1
MICHIGAN	0	0	0	0	0	0
MINNESOTA	2	0	0	0	0	2
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0
NEBRASKA	-	-	-	-	-	-
NEVADA	-	-	-	-	-	-
NEW HAMPSHIRE	1	0	0	0	0	1
NEW JERSEY	0	0	0	0	0	0
NEW MEXICO	-	-	-	-	-	-
NEW YORK	-	4	9	5	1	19
NORTH CAROLINA	1	2	0	0	0	3
NORTH DAKOTA	0	0	1	0	0	1
OHIO	-	-	-	-	-	-
OKLAHOMA	1	0	0	0	0	1
OREGON	4	1	0	0	2	7
PENNSYLVANIA	0	2	2	0	0	4
PUERTO RICO	4	0	0	0	4	8
RHODE ISLAND	0	2	0	0	0	2
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	0	6	0	0	0	6
TENNESSEE	-	-	-	-	-	1
TEXAS	2	5	0	0	0	7
UTAH	0	3	0	0	0	3
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	2	1	0	3
WASHINGTON	-	-	-	-	-	-
WEST VIRGINIA	9	0	0	17	0	26
WISCONSIN	0	1	0	0	0	1
WYOMING	0	0	1	0	0	1
AMERICAN SAMOA	0	0	0	1	0	1
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. & INSULAR AREAS	43	43	41	28	18	174
50 STATES, D.C. & P.R.	43	43	41	27	18	173

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO TOTALS WILL NOT SUM TO THE TOTALS SHOWN.

DATA AS OF OCTOBER 1, 1986.

Table 58

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	3,144	785	94	21	64	533	1,350	332	528	112	2,980
ALASKA	136	32	10	2	2	5	13	28	34	18	152
ARIZONA	795	212	96	46	22	117	223	175	192	69	937
ARKANSAS	249	46	25	19	3	35	40	65	66	16	597
CALIFORNIA	6,918	750	1,776	244	84	-	1,137	1,551	9	370	5,383
COLORADO	291	143	65	33	6	67	334	216	529	64	542
CONNECTICUT	1,801	101	18	6	1	338	209	63	188	56	734
DELAWARE	352	73	5	7	2	25	88	83	105	55	350
DISTRICT OF COLUMBIA	0	41	2	0	0	5	53	56	36	0	75
FLORIDA	2,168	842	96	50	62	618	963	599	636	259	1,778
GEORGIA	1,184	390	66	26	59	153	400	284	393	93	1,414
HAWAII	0	150	484	67	179	164	162	453	100	19	555
IDAHO	308	74	16	12	10	52	94	109	85	62	378
ILLINOIS	-	-	-	-	-	-	-	-	-	-	-
INDIANA	1,587	678	126	34	64	206	499	490	394	370	2,153
IOWA	829	913	49	30	136	552	500	195	322	154	1,178
KANSAS	994	272	17	30	14	457	239	330	265	192	1,294
KENTUCKY	1,604	493	702	18	39	628	1,068	760	737	132	1,941
LOUISIANA	1,767	614	188	127	85	239	546	611	407	300	1,869
MAINE	1,718	0	0	0	0	129	1,718	507	380	0	904
MARYLAND	2,347	667	530	60	228	632	2,016	862	1,043	399	3,221
MASSACHUSETTS	1,441	282	402	21	9	234	1,272	1,272	127	56	1,200
MICHIGAN	3,207	714	82	7	0	0	361	54	134	462	4,412
MINNESOTA	3,090	30	-	45	26	74	582	385	134	-	3,157
MISSISSIPPI	711	270	24	17	10	99	184	188	318	45	1,057
MISSOURI	1,226	1,338	30	185	20	164	190	165	556	96	2,236
MONTANA	233	41	31	5	4	13	49	54	90	26	230
NEBRASKA	829	641	53	53	6	141	442	578	428	245	893
NEVADA	64	17	6	10	2	5	24	26	13	5	106
NEW HAMPSHIRE	-	-	-	-	-	-	-	-	-	-	-
NEW JERSEY	1,831	252	41	13	2	238	1,219	648	181	537	1,527
NEW MEXICO	486	161	15	11	8	63	134	171	109	45	698
NEW YORK	4,891	1,155	2,668	224	1,229	1,703	4,707	5,184	1,927	1,913	5,973
NORTH CAROLINA	1,915	584	179	152	85	198	493	590	522	224	2,714
NORTH DAKOTA	168	79	24	6	35	10	52	97	51	46	252
OHIO	2,997	284	335	149	15	571	909	507	1,014	234	2,577
OKLAHOMA	804	164	50	19	3	107	220	46	432	12	2,798
OREGON	212	13	0	6	1	0	85	90	20	10	308
PENNSYLVANIA	4,102	1,697	572	87	388	880	3,028	788	746	800	4,966
PUERTO RICO	1,444	1,444	0	0	0	1,444	1,444	1,444	1,444	0	1,444
RHODE ISLAND	252	85	61	22	32	33	174	230	206	87	271
SOUTH CAROLINA	1,770	552	358	82	24	488	343	574	353	146	2,064
SOUTH DAKOTA	346	102	71	11	4	49	49	62	93	113	439
TENNESSEE	-	-	-	-	-	-	-	-	-	-	-
TEXAS	1,343	757	611	289	81	1,311	667	640	602	591	1,026
UTAH	822	218	65	24	17	119	191	206	131	113	779
VERMONT	0	0	0	0	0	0	0	0	1	1	5
VIRGINIA	813	1,082	5	36	7	285	297	1,550	1,505	395	1,766
WASHINGTON	793	90	45	15	15	90	180	135	135	315	1,407
WEST VIRGINIA	783	243	31	20	8	56	216	187	201	45	1,018
WISCONSIN	1,000	159	45	9	13	-	139	137	656	502	908
WYOMING	102	6	6	2	6	4	9	19	14	15	121
AMERICAN SAMOA	10	1	0	0	0	0	1	1	1	0	10
GUAM	3	4	0	4	0	0	0	3	9	0	14
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	121	3	0	0	0	15	89	104	74	7	119
U.S. & INSULAR AREAS	66,059	19,724	10,175	2,356	3,110	13,349	29,402	23,904	18,676	9,826	74,930
50 STATES, D.C. & P.R.	65,925	19,716	10,175	2,352	3,110	13,334	29,312	23,796	18,592	9,819	74,787

U.S. & INSULAR AREAS TOTAL MAY NOT SUM BECAUSE 1 STATE ONLY REPORTED A TOTAL FOR ALL SERVICES.

DATA AS OF OCTOBER 1, 1986.

Table 58 (continued)

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1984-85 SCHOOL YEAR BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,199	2,502	999	2,167	130	16,940	1,302
ALASKA	86	147	62	170	9	914	202
ARIZONA	460	814	263	660	55	5,144	435
ARKANSAS	115	415	127	147	59	2,024	359
CALIFORNIA	3,556	3,084	-	-	-	25,402	4,059
COLORADO	532	520	520	0	0	3,062	231
CONNECTICUT	275	517	68	850	0	5,233	0
DELAWARE	261	271	173	289	7	2,146	121
DISTRICT OF COLUMBIA	2	42	8	63	17	400	11
FLORIDA	1,046	1,630	894	1,879	255	13,775	309
GEORGIA	688	1,287	559	1,439	327	8,762	1,736
HAWAII	555	513	517	555	0	4,473	0
IDAHO	206	302	156	331	47	2,242	158
ILLINOIS	-	-	-	-	-	7,074	-
INDIANA	897	1,687	727	1,696	136	11,744	819
IOWA	968	1,062	965	434	24	8,311	753
KANSAS	615	761	431	886	88	6,885	323
KENTUCKY	1,201	1,773	1,245	1,483	503	14,319	401
LOUISIANA	287	1,350	606	815	295	10,106	795
MAINE	1,796	943	783	1,154	302	10,334	0
MARYLAND	2,391	2,606	2,418	1,528	0	21,000	581
MASSACHUSETTS	135	1,200	135	1,200	0	8,986	0
MICHIGAN	898	814	684	4,271	0	16,100	2,302
MINNESOTA	3,201	760	3,125	760	-	15,369	-
MISSISSIPPI	450	797	319	992	76	5,557	502
MISSOURI	1,223	1,935	651	1,773	61	11,849	1,140
MONTANA	180	204	76	168	56	1,460	166
NEBRASKA	938	947	246	760	12	7,212	0
NEVADA	66	135	11	76	4	570	74
NEW HAMPSHIRE	-	-	-	-	-	-	-
NEW JERSEY	1,527	1,527	1,527	1,476	0	12,546	1,561
NEW MEXICO	212	354	177	346	32	3,022	416
NEW YORK	19	8,914	607	6,188	0	47,302	5,250
NORTH CAROLINA	923	2,308	925	1,962	86	13,860	1,074
NORTH DAKOTA	127	159	79	190	49	1,422	46
OHIO	963	3,624	748	2,098	459	17,464	1,919
OKLAHOMA	2,251	1,123	324	1,497	479	10,329	840
OREGON	68	259	4	97	0	1,173	603
PENNSYLVANIA	2,662	4,915	799	4,704	33	31,227	2,719
PUERTO RICO	1,444	1,444	1,444	1,444	0	15,884	0
RHODE ISLAND	184	182	0	150	22	1,991	27
SOUTH CAROLINA	810	1,478	504	1,690	26	11,062	602
SOUTH DAKOTA	471	679	560	434	4	3,487	72
TENNESSEE	-	-	-	-	-	-	-
TEXAS	1,195	1,030	676	867	-	11,086	-
UTAH	292	557	193	357	21	4,105	67
VERMONT	0	0	21	0	20	48	35
VIRGINIA	1,256	1,535	2,092	1,188	0	13,812	0
WASHINGTON	583	1,451	314	752	0	6,320	1,420
WEST VIRGINIA	561	793	453	963	62	5,640	454
WISCONSIN	827	917	-	875	-	6,187	550
WYOMING	58	85	34	70	9	560	171
AMERICAN SAMOA	10	10	0	10	0	54	0
GUAM	30	7	39	66	0	179	0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	57	119	53	117	25	903	72
U.S. & INSULAR AREAS	40,565	63,148	28,341	54,103	3,790	468,532	34,757
50 STATES, D.C. & P.R.	40,468	63,012	28,249	53,910	3,765	467,396	34,685

U.S. & INSULAR AREAS TOTAL MAY NOT SUM BECAUSE 1 STATE ONLY REPORTED A TOTAL FOR ALL SERVICES.

DATA AS OF OCTOBER 1, 1986.

Table 59

Proportion of Students 16 Years of Age and Older Exiting the Educational System in 1984-85 Anticipated to Need Services in the 1985-86 School Year by Handicapping Condition[a]

	Number Exiting	Number of Services Anticipated	Counseling/ Guidance	Transportation	Technological Aids	Interpreter Services	Reader Services	Physical/ Mental Restoration	Family Services	Independent Living
Mentally Retarded	58,037	168,803	30.5	17.3	2.2	.1	1.3	7.7	16.4	18.4
Speech or Language Impaired	8,205	9,680	19.1	3.1	4.1	.2	.3	2.3	10.1	6.0
Visually Handicapped	1,354	5,395	33.8	35.4	40.1	.4	39.6	5.8	18.8	19.4
Emotionally Disturbed	22,144	54,735	41.7	5.0	.6	.1	.2	14.5	32.6	17.9
Learning Disabled	90,515	127,282	27.2	1.9	3.1	.0	1.4	1.7	5.2	3.3
Orthopedically Impaired	2,553	9,413	27.7	42.8	30.8	.2	1.0	24.1	21.3	22.4
Deaf-Blind	172	1,155	58.1	56.4	44.2	31.4	27.9	24.4	47.1	36.6
Other Health Impaired	3,124	10,052	29.1	28.0	17.2	.2	.5	18.1	30.0	32.0
Hard of Hearing and Deaf	3,954	14,842	39.6	11.9	42.6	43.7	3.3	10.1	16.1	17.0
Multihandicapped	3,098	18,358	54.1	50.0	47.7	11.6	3.5	25.9	47.4	41.1
All Conditions	193,156	419,715	30.3	9.2	5.0	1.2	1.5	6.2	13.6	11.4

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[a] Anticipated Services are for 17-22 year olds.

Table 59 (continued)

Proportion of Students 16 Years of Age and Older Exiting the Educational System in 1984-85 Anticipated to Need Services in the 1985-86 School Year by Handicapping Condition[a]

	Maintenance	Residential Services	Vocational/ Training	Transitional Employment Services	Vocational Placement	Post Employment	Evaluation of VR Services	Other Services
Mentally Retarded	18.8	8.3	44.1	27.9	40.0	19.0	36.8	2.0
Speech or Language Impaired	4.0	.5	16.6	8.4	22.6	5.7	13.0	2.1
Visually Handicapped	16.4	9.8	47.0	29.9	40.9	15.6	38.1	7.5
Emotionally Disturbed	5.3	8.4	33.7	17.0	30.7	11.9	26.7	.8
Learning Disabled	1.8	.6	29.6	14.4	22.3	10.1	16.9	1.0
Orthopedically Impaired	12.7	4.6	53.0	32.2	41.8	12.6	38.6	3.0
Deaf-Blind	45.9	42.4	64.5	53.5	45.9	33.7	57.0	2.3
Other Health Impaired	21.1	8.6	40.8	18.0	39.9	8.4	29.2	.8
Hard of Hearing and Deaf	13.2	2.3	47.5	22.5	43.8	15.4	42.4	4.0
Multihandicapped	35.4	39.1	57.0	44.7	55.6	39.8	37.3	2.5
All Conditions	8.8	4.8	35.3	19.6	30.3	13.4	25.3	1.5

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a/ Anticipated Services are for 17-22 year olds.

Table 60

NUMBER OF CHILDREN 3-21 YEARS OLD IN NEED OF IMPROVED SERVICES BY HANDICAPPING CONDITION

SCHOOL YEAR 1984-85

ALL CONDITIONS

STATE	3-5 YEARS OLD	6-11 YEARS OLD	12-17 YEARS OLD	18-21 YEARS OLD	3-21 YEARS OLD.
ALABAMA	1,251	15,968	16,010	3,199	36,428
ALASKA	20	62	69	15	166
ARIZONA	685	4,553	3,952	615	9,805
ARKANSAS	176	1,082	1,040	110	2,408
CALIFORNIA	-	-	-	-	-
COLORADO	2,971	0	0	2,112	5,083
CONNECTICUT	-	-	-	-	-
DELAWARE	186	719	1,078	172	2,155
DISTRICT OF COLUMBIA	45	1,077	679	315	2,116
FLORIDA	1,002	9,410	8,478	918	19,808
GEORGIA	98	509	508	9	1,124
HAWAII	55	562	545	78	1,240
IDAHO	-	371	1,479	232	2,082
ILLINOIS	-	-	-	-	-
INDIANA	2,564	1,606	2,904	355	7,429
IOWA	332	664	306	170	1,472
KANSAS	143	1,185	2,294	547	4,169
KENTUCKY	1,367	16,305	12,549	1,441	31,662
LOUISIANA	2,508	8,867	18,426	3,881	33,682
MAINE	1,886	1,607	1,537	423	5,453
MARYLAND	195	350	353	70	968
MASSACHUSETTS	240	1,825	1,973	183	4,221
MICHIGAN	0	0	0	0	0
MINNESOTA	0	0	0	0	0
MISSISSIPPI	-	920	352	8	1,280
MISSOURI	6	46	54	9	115
MONTANA	6	677	1,026	116	1,825
NEBRASKA	129	846	8,249	668	9,892
NEVADA	26	240	241	79	586
NEW HAMPSHIRE	-	-	-	-	-
NEW JERSEY	1,004	2,092	6,719	966	10,781
NEW MEXICO	262	6,743	6,506	936	14,447
NEW YORK	3,144	23,054	32,732	4,680	63,610
NORTH CAROLINA	1,147	10,574	12,710	1,553	25,984
NORTH DAKOTA	233	692	899	259	2,083
OHIO	-	3,025	2,271	1,500	6,796
OKLAHOMA	96	189	286	32	603
OREGON	116	1,175	886	58	2,235
PENNSYLVANIA	1,447	9,223	11,368	1,932	23,970
PUERTO RICO	683	2,116	16,034	8,393	27,226
RHODE ISLAND	50	500	350	0	900
SOUTH CAROLINA	1,144	6,527	7,053	1,480	16,204
SOUTH DAKOTA	35	38	0	0	73
TENNESSEE	7	43	60	14	124
TEXAS	1,447	7,376	4,755	417	13,995
UTAH	0	0	0	0	0
VERMONT	1,412	730	143	10	2,295
VIRGINIA	937	4,105	4,196	422	9,660
WASHINGTON	389	5,974	350	30	6,743
WEST VIRGINIA	920	5,981	5,989	1,233	14,123
WISCONSIN	2,082	7,563	7,523	944	18,112
WYOMING	67	480	476	65	1,088
AMERICAN SAMOA	3	200	75	-	278
GUAM	127	1,031	572	151	1,881
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	98	592	208	60	958
U.S. & INSULAR AREAS	32,741	169,474	206,263	40,780	449,258
50 STATES, D.C. & P.R.	32,513	167,651	205,408	40,569	446,141

DATA AS OF OCTOBER 1, 1986.

Table 61

STATE GRANT AWARDS UNDER EHA-B

FISCAL YEARS 1977 TO 1987

STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
ALABAMA	3,365,542	3,778,498	9,199,597	14,638,340	16,142,271
ALASKA	490,587	490,576	1,141,091	1,496,568	1,815,450
ARIZONA	1,921,124	2,537,384	6,318,460	9,480,690	10,712,944
ARKANSAS	1,829,462	1,829,462	4,821,148	7,810,823	9,109,702
CALIFORNIA	18,009,066	23,333,515	49,893,306	70,607,419	79,687,992
COLORADO	2,335,174	2,845,535	6,464,413	9,210,259	9,903,380
CONNECTICUT	2,763,013	3,922,276	9,036,317	12,608,399	13,505,455
DELAWARE	622,204	778,246	1,899,113	2,388,519	2,703,088
DISTRICT OF COLUMBIA	668,848	668,848	668,848	889,169	668,848
FLORIDA	6,380,764	7,978,528	18,586,203	25,966,473	29,403,063
GEORGIA	4,618,356	5,926,761	13,159,542	20,397,400	22,520,969
HAWAII	836,262	836,262	1,588,630	2,152,962	2,383,302
IDAHO	781,714	895,985	2,630,753	3,636,051	3,969,749
ILLINOIS	10,221,515	14,912,002	33,570,710	46,144,147	49,727,517
INDIANA	5,010,905	5,839,638	12,344,388	19,349,909	20,896,619
IOWA	2,634,753	3,293,313	8,020,418	11,886,752	13,165,923
KANSAS	2,060,933	2,561,060	5,220,452	7,617,628	8,348,480
KENTUCKY	3,098,951	3,890,946	8,853,680	12,917,126	14,627,089
LOUISIANA	3,775,472	5,060,310	12,809,566	18,697,366	18,032,390
MAINE	960,286	1,430,099	3,093,590	4,862,830	5,178,763
MARYLAND	3,835,476	5,108,386	13,020,301	18,061,726	20,435,211
MASSACHUSETTS	5,212,919	8,442,257	19,103,830	27,132,919	29,052,864
MICHIGAN	8,817,578	10,074,857	22,185,712	30,918,947	32,662,429
MINNESOTA	3,758,157	4,935,284	11,381,563	16,675,984	18,484,039
MISSISSIPPI	2,317,010	2,317,010	4,836,602	8,103,290	9,331,896
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284	21,520,384
MONTANA	735,291	735,291	1,553,351	2,571,016	2,787,971
NEBRASKA	1,398,141	1,770,296	4,192,534	6,560,510	6,771,565
NEVADA	599,425	599,425	1,985,508	2,272,986	2,457,972
NEW HAMPSHIRE	760,460	760,460	1,410,832	2,013,939	2,032,877
NEW JERSEY	6,457,792	9,837,092	22,185,088	30,899,284	32,226,894
NEW MEXICO	1,128,789	1,128,789	2,515,083	3,999,549	4,533,290
NEW YORK	15,738,278	15,782,022	33,590,847	40,613,157	44,906,897
NORTH CAROLINA	4,992,790	6,519,459	14,280,965	21,911,084	24,886,341
NORTH DAKOTA	671,532	671,532	1,353,231	1,981,589	2,092,340
OHIO	10,057,668	11,052,816	25,431,188	38,035,508	42,757,590
OKLAHOMA	2,354,020	2,848,682	7,528,703	11,954,145	13,416,260
OREGON	1,975,798	2,343,180	5,070,752	7,919,081	8,956,731
PENNSYLVANIA	10,378,532	13,806,578	26,303,162	36,715,448	39,702,260
PUERTO RICO	2,899,064	2,899,064	2,899,064	3,947,773	4,461,798
RHODE ISLAND	843,286	1,046,913	2,044,598	2,878,460	3,477,474
SOUTH CAROLINA	2,710,586	4,967,615	10,768,402	14,655,884	15,832,244
SOUTH DAKOTA	698,770	698,770	1,314,050	1,987,349	2,104,369
TENNESSEE	3,707,002	5,812,671	14,768,309	22,953,867	20,742,741
TEXAS	11,265,148	15,522,153	41,631,558	55,107,937	57,396,480
UTAH	1,213,009	2,057,060	5,485,978	7,307,831	7,908,859
VERMONT	539,113	539,113	844,501	2,113,595	2,301,143
VIRGINIA	4,561,746	5,296,653	12,178,610	17,937,636	19,982,990
WASHINGTON	3,201,385	4,867,107	7,518,556	10,492,023	11,612,612
WEST VIRGINIA	1,567,670	2,078,304	4,509,105	6,481,990	7,459,786
WISCONSIN	4,348,328	4,348,328	8,772,508	12,368,991	14,370,398
WYOMING	470,988	470,988	1,162,321	1,866,912	2,008,365
AMERICAN SAMOA	180,508	228,445	456,910	498,032	541,859
GUAM	501,060	634,920	1,269,839	1,384,125	1,505,928
NORTHERN MARIANAS	-	-	167,523	182,000	198,669
TRUST TERRITORIES	578,013	732,554	1,297,586	1,414,369	1,538,833
VIRGIN ISLANDS	319,268	404,071	808,142	880,874	958,391
BUR. OF INDIAN AFFAIRS	1,951,207	2,493,437	5,582,918	7,916,796	8,658,416
U.S. & INSULAR AREAS	200,000,000	253,837,121	563,874,752	803,956,400	874,500,000
50 STATES, D.C. & P.R.	196,400,536	249,343,694	554,291,834	791,679,604	861,097,904

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE EHA-B PROGRAM FROM 1978-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR, HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

DATA AS OF OCTOBER 1, 1986.

Table 61 (continued)

STATE GRANT AWARDS UNDER EHA-B

FISCAL YEARS 1977 TO 1987

FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987
16,490,520	17,327,048	19,937,959	21,461,729	23,934,370	25,128,396
1,724,375	1,908,893	2,236,141	2,140,533	2,331,572	2,490,141
10,967,770	11,717,476	12,552,869	13,004,666	13,738,979	14,102,816
9,870,620	10,816,820	11,254,792	11,667,090	12,147,342	12,221,215
78,629,958	81,941,119	89,457,310	92,859,791	100,707,368	104,747,742
9,867,110	9,771,312	10,229,759	10,729,448	11,609,455	12,140,726
13,989,814	14,533,536	15,591,792	16,046,273	16,932,313	17,283,657
2,580,200	2,646,958	2,786,195	2,958,169	3,087,823	3,210,363
660,848	660,848	660,848	721,838	924,579	841,095
29,958,719	32,555,626	36,562,960	38,548,912	42,377,283	45,502,658
23,946,872	25,965,035	27,174,138	27,316,263	27,842,317	25,130,979
2,459,757	2,748,419	3,013,154	3,112,426	3,209,106	3,179,170
3,588,499	3,847,694	4,276,543	4,526,744	4,833,919	5,237,902
48,394,459	50,744,287	55,342,585	57,550,779	57,874,866	57,355,964
20,124,288	20,875,421	23,034,117	24,575,443	26,180,011	26,009,749
13,183,570	12,908,320	13,708,973	14,383,703	15,475,012	15,570,352
8,546,625	9,346,142	10,462,665	10,571,072	10,759,929	10,944,534
14,837,741	15,876,225	17,349,486	18,375,056	19,522,495	19,602,795
16,717,880	17,480,965	19,953,569	20,751,738	20,827,240	19,991,313
5,207,864	5,609,572	6,151,929	6,587,960	7,005,542	7,309,370
20,798,023	20,656,394	21,822,760	22,704,279	24,020,460	24,270,069
27,899,990	28,865,300	30,764,106	32,135,295	32,730,112	35,216,796
31,811,864	32,968,142	36,019,844	37,638,405	40,982,000	41,787,638
17,542,553	17,772,234	19,075,961	20,173,856	21,793,425	22,577,818
9,861,845	10,989,764	12,145,053	12,992,040	13,835,787	14,402,370
21,203,010	22,333,146	24,031,895	24,787,127	26,052,201	27,004,705
2,043,025	3,179,570	3,662,565	3,878,043	4,161,151	4,117,743
6,635,772	7,216,152	7,438,856	7,723,895	8,146,905	8,405,932
2,487,839	2,748,189	3,148,438	3,338,291	3,662,694	3,776,520
2,002,632	2,692,052	2,991,598	3,466,597	3,844,075	4,148,657
33,193,777	36,569,891	38,904,157	41,292,822	43,909,942	46,019,848
5,150,089	5,502,359	6,400,197	6,863,252	7,555,990	8,116,562
45,334,825	51,393,775	58,056,431	63,004,161	68,286,446	69,398,655
25,055,649	26,573,110	28,814,388	30,347,826	31,564,054	30,490,234
1,982,812	2,265,271	2,555,520	2,845,374	3,088,367	3,133,495
42,797,405	45,477,980	47,825,233	49,365,918	52,235,203	53,041,037
13,487,420	14,598,185	15,856,164	16,414,274	17,277,942	17,722,865
8,709,409	9,237,319	10,171,533	10,682,064	11,529,234	11,503,500
40,047,100	40,120,105	44,079,864	45,921,287	48,708,285	50,777,323
5,246,400	6,162,201	8,451,580	8,765,576	10,658,769	12,115,382
3,704,335	4,123,318	4,491,609	4,621,255	4,938,070	5,160,477
15,014,786	15,642,014	17,439,675	18,335,655	19,513,793	19,794,130
2,095,357	2,512,627	2,799,823	2,902,287	3,386,408	3,643,443
20,556,479	23,226,739	25,922,642	26,366,517	26,528,904	26,285,168
56,938,595	61,223,065	67,641,488	72,130,200	76,892,921	78,590,538
7,592,734	8,315,868	9,262,706	10,184,529	10,908,678	11,136,147
2,130,234	2,117,566	1,747,535	1,928,334	2,169,770	2,279,868
20,741,641	21,995,403	24,171,638	25,651,633	27,358,034	28,092,001
13,254,851	13,926,380	15,073,701	16,280,877	17,433,489	18,019,197
7,790,840	8,848,501	10,192,346	10,648,844	11,562,682	12,488,304
14,011,634	15,933,283	17,312,072	18,335,912	19,698,437	20,467,085
2,134,188	2,230,071	2,437,332	2,616,694	2,629,885	2,596,253
541,859	469,660	513,494	538,787	572,170	586,353
1,505,920	1,348,248	1,474,082	1,546,632	1,642,523	1,683,236
190,669	229,381	250,701	263,040	279,349	286,273
1,538,833	1,755,333	1,919,160	2,013,617	2,138,460	2,191,466
958,391	1,247,663	1,364,109	1,431,247	1,519,984	1,557,659
8,658,416	9,217,901	10,078,218	10,582,921	11,239,059	11,517,643
874,189,569	930,774,016	1,017,854,178	1,068,875,004	1,135,144,999	1,163,281,995
860,787,473	916,585,910	1,002,254,414	1,052,498,780	1,117,753,454	1,145,459,365

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE EHA-B PROGRAM FROM 1978-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR, HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

DATA AS OF OCTOBER 1, 1986.

Table 62

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR SPECIAL EDUCATION AND RELATED SERVICES FOR THE 1982-83 SCHOOL YEAR

STATE	SPECIAL EDUCATION			RELATED SERVICES		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
ALABAMA	10,540,114	52,173,647	3,940,854	4,607,015	2,757,461	895,068
ALASKA	2,553,757	26,283,578	1,823,787	4,416,174	4,766,979	446,779
ARIZONA	-	-	-	-	-	-
ARKANSAS	3,140,408	25,760,874	8,146,902	4,589,355	1,513,538	2,300,000
CALIFORNIA	57,600,000	754,100,000	308,000,000	13,500,000	176,900,000	72,300,000
COLORADO	7,221,171	38,243,296	51,912,022	4,124,253	19,310,116	26,137,700
CONNECTICUT	-	-	-	-	-	-
DELAWARE	4,493,561	26,441,167	9,076,286	363,817	1,312,811	486,684
DISTRICT OF COLUMBIA	1,909,190	12,976,312	0	1,825,909	1,271,083	0
FLORIDA	23,485,068	175,224,100	75,096,044	13,210,352	98,563,566	42,241,531
GEORGIA	17,984,013	115,206,294	38,910,219	3,986,599	8,650,614	5,087,546
HAWAII	3,185,194	23,821,454	0	116,032	6,642,142	0
IDAHO	3,000,000	35,000,000	1,600,000	608,637	1,782,289	239,114
ILLINOIS	-	-	-	-	-	-
INDIANA	16,557,230	57,011,903	41,360,351	4,961,528	13,227,676	9,783,576
IOWA	1,269,301	80,167,995	23,776,238	9,999,620	48,291,233	12,682,559
KANSAS	-	-	-	-	-	-
KENTUCKY	16,322,009	82,057,330	21,643,470	2,657,083	13,358,170	3,523,356
LOUISIANA	13,631,253	127,686,558	63,156,248	2,791,943	15,473,715	11,225,179
MAINE	6,152,231	12,155,476	15,239,361	1,114,422	1,742,095	2,479,431
MARYLAND	21,642,275	183,848,257	95,345,397	711,953	27,794,488	6,002,735
MASSACHUSETTS	16,818,526	92,631,268	149,296,764	7,613,262	41,931,503	67,582,337
MICHIGAN	32,027,954	138,891,719	215,195,565	9,756,722	43,860,543	67,956,495
MINNESOTA	15,000,000	86,000,000	57,000,000	2,500,000	14,000,000	9,000,000
MISSISSIPPI	-	52,873,360	-	-	11,011,607	-
MISSOURI	21,193,670	60,390,154	55,744,758	5,888,086	17,033,121	15,722,800
MONTANA	1,971,843	17,974,941	898,747	375,589	3,423,798	171,190
NEBRASKA	5,787,815	32,644,492	17,734,671	2,241,780	7,841,551	933,404
NEVADA	2,075,588	15,723,993	2,238,953	1,903,774	956,405	165,301
NEW HAMPSHIRE	-	-	-	-	-	-
NEW JERSEY	38,062,084	324,660,029	135,652,558	4,229,209	36,073,337	15,072,507
NEW MEXICO	0	60,402,487	-	0	10,315,495	-
NEW YORK	-	-	-	-	-	-
NORTH CAROLINA	24,740,868	117,555,304	8,817,178	4,636,064	15,489,877	3,458,292
NORTH DAKOTA	748,688	6,631,251	14,439,015	1,925,199	4,064,315	5,615,173
OHIO	22,330,000	194,810,000	265,650,000	6,670,000	56,190,000	79,350,000
OKLAHOMA	21,542,795	74,388,381	61,167,684	1,928,697	1,062,319	3,674,477
OREGON	12,000,000	25,000,000	70,000,000	1,800,000	3,100,000	6,900,000
PENNSYLVANIA	40,765,839	334,188,009	94,723,365	8,591,840	60,907,151	14,154,069
PUERTO RICO	4,728,496	13,009,707	0	2,103,277	2,552,531	0
RHODE ISLAND	-	-	-	-	-	-
SOUTH CAROLINA	12,480,731	48,522,851	16,174,843	4,593,999	7,183,551	2,382,840
SOUTH DAKOTA	1,644,340	5,565,329	11,569,912	242,817	821,822	1,708,508
TENNESSEE	11,948,154	59,191,317	25,951,848	6,500,000	3,000,000	377,000
TEXAS	51,555,498	320,270,925	123,213,400	13,010,195	59,262,270	16,872,900
UTAH	-	-	-	-	-	-
VERMONT	2,038,533	16,228,460	6,110,973	61,201	529,911	800,000
VIRGINIA	23,538,179	45,875,407	108,669,534	3,490,610	4,399,946	28,923,940
WASHINGTON	8,923,339	77,884,319	20,771,473	5,125,402	19,349,537	6,813,485
WEST VIRGINIA	9,247,542	55,060,477	8,895,722	1,027,504	6,117,830	988,413
WISCONSIN	13,687,080	100,249,976	51,195,340	5,680,751	29,700,926	25,958,164
WYOMING	1,418,922	8,989,543	12,401,898	1,135,089	9,833,450	5,395,245
AMERICAN SAMOA	-	-	-	-	-	-
GUAM	3,976,727	1,290,640	0	453,000	337,000	0
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	6,471,265	0	0	9,706,897	0	0
U.S. & INSULAR AREAS	617,448,122	4,137,142,580	2,292,542,220	187,575,656	916,507,692	575,807,974
50 STATES, D.C. & P.R.	607,000,130	4,135,851,940	2,292,542,220	177,415,759	916,170,692	575,807,974

THE TOTAL MAY NOT SUM BECAUSE SOME STATES ONLY REPORTED TOTALS FOR SPECIAL EDUCATION AND RELATED SERVICES.

DATA AS OF OCTOBER 1, 1986.

Section IV. Annual Awards

Special Education Annual Awards

The following organizations and agencies announce recipients of their annual awards recognizing service to exceptional persons. Awards were made during the period July 1, 1986 to June 30, 1987.

The American Speech-Language Hearing Association

Award: Distinguished Service Award (DSA)

Recipients: American Business Clubs of America (AMBUCS)
The Purple Cross Fund of Canada
Senator Pat Williams
Self-Help for Hard-of-Hearing

Purpose of Award: To recognize persons or institutions, who while not members of the Association, have made significant contributions to the field of speech language pathology and audiology.

Association for Children and Adults with Learning Disabilities (ACLD Inc.)

Award: Sam Kirk Outstanding Special Educator of the Year

Recipient: Joan Bonsness, Learning Disabilities Teacher, Minot, North Dakota

Purpose of Award: To recognize an outstanding special education teacher.

Association for Retarded Citizens (ARC)

Award: Educator of the Year

Recipient: Donald Marozas, Associate Professor, Department of Special Education, State University of New York at Geneseo

Purpose of Award: To recognize a university professor who has demonstrated excellence in the preparation of teachers of students with mental retardation.

Award: Teacher of the Year

Recipient: Judy McMahon, Bellaire Elementary School, Bellevue, Nebraska

Purpose of Award: To recognize a classroom teacher who has demonstrated excellence in teaching students with mental retardation.

The Association for Persons with Severe Handicaps (TASH)

Award: Alice H. Hayden Award

Recipient: Gloria Kishi, Doctoral Student

Purpose of Award: To recognize an outstanding doctoral student in special education or a related field of education. Candidates must demonstrate a continuing desire to work with people who experience severe disabilities, in accordance with the values and goals of TASH. They must also show evidence of leadership potential, either through good grades, active involvement in professional and/or advocacy organizations, and/or a history of committed efforts on behalf of persons with severe disabilities.

Award: Media Award - Print

Recipient: Joyce Peterson, Staff Writer, Tulsa Tribune, Tulsa, Oklahoma

Award: Media Award - Film

Recipient: Wisconsin Division of Vocational Rehabilitation

Purpose of Awards: To recognize excellence in media presentations regarding issues that impact the lives of people with severe disabilities. Criteria are: communicates information about severe disabilities; raises awareness of consciousness about severe disability issues; promotes positive change for people with severe disabilities; disseminates information to large numbers of people and/or groups not typically reached; quality of presentation; accuracy of information; meaningfulness/importance of subject matter; realistic portrayal of severe disabilities; use of appropriate language and imagery; reaches a public, not just a professional or specialized audience; is not a media project developed by an agency or organization for promotional purposes.

Award: Distinguished Parent Award

Recipient: Kathy Tiger and Joe McKeever, Parents, Oregon
Roger and Luana Blanton, Parents, California
Majorie Lee, Parent, Illinois

Purpose of Award: To recognize the accomplishments of parents of children with severe disabilities who are not professionals in the disabilities field. Specifically recognizes parents who have made outstanding efforts to assist their child(ren) in living a full life in nonsegregated educational and work settings. In addition, these parents have contributed to the lives of other children with disabilities.

The Council for Exceptional Children (CEC)

Award 1987 J. E. Wallace Wallin Education of Handicapped Children Annual Award

Recipient: Elizabeth Monroe Boggs

Purpose of Award: To honor an individual who has made a significant contribution to the education of exceptional children in such areas as publications; research; development of new concepts, approaches, or programs; new techniques for diagnosis or rehabilitation; improved psychological or educational evaluation procedures; improved administrative procedures; practical application of improved teaching devices; or dynamic leadership.

Award: 1987 Annual Clarissa Hug Teacher of the Year Award

Recipient: Mary Eleanor Coffield, Carthage, Missouri

Purpose of Award: The Hug Award is presented to a CEC member currently involved in direct teaching, provision of speech, language and hearing, or other related services to handicapped and/or gifted and talented students, in recognition of demonstrated exemplary performance, exhibiting such qualities as innovativeness, imagination, creativity, and ability to inspire.

National Association for Hearing and Speech Action

Award: The Annie Glenn Award

Recipient: James Earl Jones, Actor

Purpose of Award: The Annie Glenn Award is presented annually to an individual who has achieved distinction despite a communicative disorder and who, because of this achievement, serves as a role model.

Section V. Directory Information

United States Congress Committees Related to the Handicapped

Office of Special Education Programs

The Council for Exceptional Children

- Headquarters
- Executive Committee
- Divisions
- The Canadian Council for Exceptional Children

United States State Directors of Special Education

United States Coordinators of Programs for the Gifted and Talented

Canadian Senior Government Officials in Special Education

Organizations and Agencies Serving Exceptional Children and Adults

Subcommittee on Labor, HHS & Education
of the
House Committee on Appropriations

(100th Congress - 1st Session)

Jurisdiction: Appropriations for programs administered by the Departments of Education, Labor, and Health and Human Services

Democrats (8)

Room		Telephone
2333 RHOB	William H. Natcher, Chairman (Ky.)	225-3501
2373 RHOB	Neal Smith (Iowa)	225-4426
2217 RHOB	David R. Obey (Wisc.)	225-3365
2211 RHOB	Edward R. Roybal (Calif.)	225-6235
2304 RHOB	Louis Stokes (Ohio)	225-7032
2349 RHOB	Joseph D. Early (Mass.)	225-6101
404 CHOB	Bernard J. Dwyer (N.J.)	225-6301
1513 LHOB	Steny Hoyer (Md.)	225-4131

Republicans (5)

Room		Telephone
2300 RHOB	Silvio Conte, Ranking (Mass.)	225-5335
1414 LHOB	Carl D. Pursell (Mich.)	225-4401
1131 LHOB	John E. Porter (Ill.)	225-4835
2407 RHOB	C. W. Bill Young (Fla.)	225-5961
106 CHOB	Vin Weber (Minn.)*	225-2331

Abbreviations:
RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-3508

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*New member.

144

House Committee on Education and Labor
(100th Congress - 1st Session)

Jurisdiction: Education and labor in general.

Democrats (21)

Room		Telephone
2371 RHOB	Augustus F. Hawkins, Chairman (Calif.)	225-2201
239 CHOB	William D. Ford (Mich.)	225-6261
2186 RHOB	Joseph M. Gaydos (Pa.)	225-4631
2470 RHOB	William L. Clay (Mo.)	225-2406
2428 RHOB	Mario Biaggi (N.Y.)	225-2464
2210 RHOB	Austin J. Murphy (Pa.)	225-4665
2432 RHOB	Dale E. Kildee (Mich.)	225-3611
2457 RHOB	Pat Williams (Mont.)	225-3211
430 CHOB	Matthew G. Martinez (Calif.)	225-5464
114 CHOB	Major R. Owens (N.Y.)	225-6231
1028 LHOB	Charles A. Hayes (Ill.)	225-4372
1004 LHOB	Carl C. Perkins (Ky.)	225-4935
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1536 LHOB	Stephen J. Solarz (N.Y.)	225-2361
1508 LHOB	Robert Wise (W. Va.)*	225-2711
501 CHOB	Timothy J. Penny (Minn.)	225-2472
325 CHOB	Bill Richardson (N.M.)*	225-6190
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
1632 LHOB	Peter J. Visclosky (Ind.)*	225-2461
1429 LHOB	Chester Atkins (Mass.)*	225-3411
1005 LHOB	Jim Jontz (Ind.)*	225-5037

Republicans (13)

2431 RHOB	James M. Jeffords (Vt.)	225-4115
2263 RHOB	William F. Goodling (Pa.)	225-5836
2344 RHOB	E. Thomas Coleman (Mo.)	225-7041
1024 LHOB	Thomas E. Petri (Wisc.)	225-2476
303 CHOB	Marge Roukema (N.J.)	225-4465
227 CHOB	Steve Gunderson (Wisc.)	225-5506
1709 LHOB	Steve Bartlett (Tex.)	225-4201
2244 RHOB	Thomas J. Tauke (Iowa)	225-2911
514 CHOB	Richard K. Armey (Tex.)	225-7772
511 CHOB	Harris W. Fawell (Ill.)	225-3515
502 CHOB	Paul B. Henry (Mich.)	225-3831
1711 LHOB	Fred Grandy (Iowa)*	225-5476
116 CHOB	Cass Ballenger (N.C.)*	225-2576

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-4527

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*New member.

Subcommittee on Select Education
of the
House Education and Labor Committee

(100th Congress - 1st Session)

Jurisdiction: Handicapped education (i.e., P.L. 94-142 and other EHA programs), rehabilitation programs, National Institute of Handicapped Research, and other select education programs (i.e., National Institute of Education, Child Abuse, Foster Grandparents).

Democrats (3)

Room		Telephone
114 CHOB	Major Owens (N.Y.), Chairman*	225-6231
2457 RHOB	Pat Williams (Mont.)	225-3211
2428 RHOB	Mario Biaggi (N.Y.)	225-2464

Republicans (1)

1709 LHOB	Steve Bartlett (Tex.)	225-4201

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7532

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*New member.

Subcommittee on Elementary, Secondary and Vocational Education
of the
House Education and Labor Committee

(100th Congress - 1st Session)

Jurisdiction: Chapters One and Two (formerly ESEA), impact aid, vocational education, adult education, P.L. 89-313 program.

Democrats (15)

Room		Telephone
2371 RHOB	Augustus F. Hawkins (Calif.), Chairman	225-2201
239 CHOB	William D. Ford (Mich.)	225-6261
2432 RHOB	Dale E. Kildee (Mich.)	225-3611
2457 RHOB	Pat Williams (Mont.)	225-3211
430 CHOB	Matthew Martinez (Calif.)*	225-5464
1004 LHOB	Carl C. Perkins (Ky.)	225-4935
2428 RHOB	Mario Biaggi (N.Y.)*	225-2464
1028 LHOB	Charles Hayes (Ill.)*	225-4372
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1536 LHOB	Stephen Solarz (N.Y.)*	225-2361
1421 LHOB	Robert Wise (W. Va.)*	225-2711
332 CHOB	Bill Richardson (N.M.)*	225-6190
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
420 CHOB	Peter Visclosky (Ind.)*	225-2461
1429 LHOB	Chester Atkins (Mass.)*	225-3411

Republicans (8)

2263 RHOB	William F. Goodling (Pa.), Chairman	225-5836
1709 LHOB	Steve Bartlett (Tex.)*	225-4201
511 CHOB	Harris W. Fawell (Ill.)	225-3515
502 CHOB	Paul Henry (Mich.)*	225-3831
1711 LHOB	Frea Grandy (Iowa)*	225-5476
1709 LHOB	Steve Gunderson (Wisc.)	225-5506
1024 LHOB	Tom Petri (Wisc.)*	225-2476
303 CHOB	Marge Roukema (N.J.)*	225-4465

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-4368

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*New member.

House Budget Committee
(100th Congress - 1st Session)

Jurisdiction: Budget for all federal agencies.

Democrats (21)

Room		Telephone
204 CHOB	William H. Gray, Ill, Chairman (Pa.)	225-4001
1201 LHOB	Thomas Foley (Wash.)*	225-2006
2454 RHOB	Mike Lowry (Wash.)	225-3106
201 CHOB	Butler Derrick (S.C.)	225-5301
2228 RHOB	George Miller (Calif.)	225-2095
2457 RHOB	Pat Williams (Mont.)	225-3211
1527 LHOB	Howard Wolpe (Mich.)	225-5011
1238 LHOB	Martin Frost (Tex.)	225-3605
1421 LHOB	Vic Fazio (Calif.)	225-5716
2233 RHOB	Marty Russo (Ill.)	225-5736
217 CHOB	Ed Jenkins (Ga.)	225-5211
336 CHOB	Marvin Leath (Tex.)	225-6105
126 CHOB	Charles Schumer (N.Y.)	225-6616
315 CHOB	Barbara Boxer (Calif.)	225-5161
503 CHOB	Buddy MacKay (Fla.)	225-5744
1431 LHOB	James Slattery (Kansas)	225-6601
1429 LHOB	Chester Atkins (Mass.)	225-3411
2351 RHOB	James Oberstar (Minn.)*	225-6211
2458 RHOB	Frank Guarini (N.J.)*	225-2765
417 CHOB	Richard Durbin (Ill.)*	225-5271
216 CHOB	Mike Espy (Miss.)*	225-5876

Republicans (14)

2309 RHOB	Delbert L. Latta, Ranking (Ohio)	225-6405
2311 RHOB	Willis D. Gradison, Jr. (Ohio)	225-3164
504 CHOB	Connie Mack III (Fla.)	225-2536
2263 RHOB	William Goodling (Pa.)	225-5836
1213 LHOB	Denny Smith (Oreg.)	225-5711
124 CHOB	Beau Boulter (Tex.)	225-3706
2434 RHOB	Mickey Edwards (Okla.)*	225-2132
324 CHOB	William M. Thomas (Calif.)*	225-2915
206 CHOB	Harold Rogers (Ky.)*	225-4601
230 CHOB	Don Sundquist (Tenn)*	225-2811
119 CHOB	Nancy Johnson (Conn.)*	225-4476
514 CHOB	Dick Armey (Tex.)*	225-7772
502 CHOB	Jack Buechner (Mo.)*	225-2561
1217 LHOB	Amory Houghton (N.Y.)*	225-3161

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LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7200

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*New member.

House Appropriations Committee
(100th Congress - 1st Session)

Jurisdiction: All appropriations.

Democrats (35)

Room		Telephone
2314 RHOB	Jamie L. Whitten, Chairman (Miss.)	225-4306
2426 RHOB	Edward P. Boland (Mass.)	225-5601
2333 RHOB	William H. Natcher (Ky.)	225-3501
2373 RHOB	Neal Smith (Iowa)	225-4426
2365 RHOB	Joseph Addabbo (N.Y.)	225-3461
2234 RHOB	Sidney R. Yates (Ill.)	225-2111
2217 RHOB	David R. Obey (Wisc.)	225-3365
2211 RHOB	Edward R. Roybal (Calif.)	225-6235
2465 RHOB	Louis Stokes (Ohio)	225-7032
2302 RHOB	Tom Bevill (Ala.)	225-4876
2468 RHOB	Bill Chappell, Jr. (Fla.)	225-4035
233 CHOB	Bill Alexander (Ark.)	225-4076
2423 RHOB	John. P. Murtha (Pa.)	225-2065
2448 RHOB	Bob Traxler (Mich.)	225-2806
2349 RHOB	Joseph D. Early (Mass.)	225-6101
2265 RHOB	Charles Wilson (Tex.)	225-2401
2353 RHOB	Lindy Boggs (La.)	225-6636
2429 RHOB	Norman D. Dicks (Wash.)	225-5916
2335 RHOB	Matthew F. McHugh (N.Y.)	225-6335
2347 RHOB	William Lehman (Fla.)	225-4211
436 CHOB	Martin Olav Sabo (Minn.)	225-4755
423 CHOB	Julian C. Dixon (Calif.)	225-7084
1421 LHOB	Vic Fazio (Calif.)	225-5716
2161 RHOB	W. G. (Bill) Hefner (N.C.)	225-3715
2159 RHOB	Les AuCoin (Oreg.)	225-0855
2301 RHOB	Daniel K. Akaka (Hawaii)	225-4906
2440 RHOB	Wes W. Watkins (Okla.)	225-4565
204 CHOB	William H. Gray, III. (Pa.)	225-4001
404 CHOB	Bernard J. Dwyer (N.J.)	225-6301
107 CHOB	William H. Boner (Tenn.)	225-4361
1513 LHOB	Steny Hoyer (Md.)	225-4131
2439 RHOB	Bob Carr (Mich.)	225-4872
509 CHOB	Robert J. Mrazek (N.Y.)	225-5956
417 CHOB	Richard J. Durbin (Ill.)	225-5271
416 CHOB	Ronald D. Coleman (Tex.)	225-4831

Republicans (22)

2300	RHOB	Silvio Conte, Ranking (Mass.)	225-5335
2370	RHOB	Joseph M. McDade (Pa.)	225-3731
2372	RHOB	John T. Myers (Ind.)	225-5805
2208	RHOB	Clarence E. Miller (Ohio)	225-5131
2467	RHOB	Lawrence Couglin (Pa.)	225-6111
2266	RHOB	C. W. Bill Young (Fla.)	225-5961
2252	RHOB	Jack F. Kemp (N.Y.)	225-5265
2209	RHOB	Ralph Regula (Ohio)	225-3876
2202	RHOB	Virginia Smith (Neb.)	225-6435
1414	LHOB	Carl D. Pursell (Mich.)	225-4401
2434	RHOB	Mickey Edwards (Okla.)	225-2132
306	CHOB	Bob Livingston (La.)	225-3015
1110	LHOB	Bill Green (N.Y.)	225-2436
326	CHOB	Jerry Lewis (Calif.)	225-5861
1530	LHOB	John E. Porter (Ill.)	225-4835
1028	LHOB	Harold Rogers (Ky.)	225-4601
1007	LHOB	Joe Skeen (N.M.)	225-2365
130	CHOB	Frank R. Wolf (Va.)	225-5136
1440	LHOB	Bill Lowrey (Calif.)	225-3201
106	CHOB	Vin Weber (Minn.)*	225-2331
1039	LHOB	Tom DeLay (Tex.)*	225-5951
1222	LHOB	Jim Kolbe (Ariz.)*	225-2542

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard nummber: 224-3121
Committee number: 226-2771

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*New member.

Postsecondary Education Subcommittee

(100th Congress - 1st Session)

Jurisdiction: Higher Education Act; including student assistance, teacher training, assistance to higher education institutions for building continuing post-secondary education, and the Library Service Act.

Democrats (9)

Room		Telephone
2457 RHOB	Pat Williams, Chairman (Mont.)	225-3211
239 CHOB	William Ford (Mich.)	225-6261
114 CHOB	Major Owens (N.Y.)	225-6231
1028 LHOB	Charles Hayes (Ill.)	225-4372
1004 LHOB	Carl Perkins (Ky.)	225-4935
2186 RHOB	Joseph Gaydos (Pa.)	225-4631
430 CHOB	Matthew Martinez (Calif.)*	225-5464
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
1429 LHOB	Chester Atkins (Mass.)	225-3411

Republicans (5)

2344 RHOB	E. Thomas Coleman (Mo.)	225-7041
2263 RHOB	William Goodling (Pa.)	225-5836
303 CHOB	Marge Roukema (N.J.)	225-4465
2244 RHOB	Tom Tauke (Iowa)	225-2911
514 CHOB	Richard Armey (Tex.)*	225-7772

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7532

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*New member.

House Select Committee on
Children, Youth and Families
(100th Congress - 1st Session)

Jurisdiction: Study and review the problems of children, youth and families, and to develop policies to encourage the coordination of government and private programs. The Committee does not have legislative jurisdiction.

Democrats (18)

Room		Telephone
2422 RHOB	George Miller, Chairman (Calif.)	225-2095
2347 RHOB	William Lehman (Fla.)	225-4211
2410 RHOB	Patricia Schroeder (Colo.)	225-4431
2353 RHOB	Lindy Boggs (Mrs. Hale) (La.)	225-6636
2335 RHOB	Matthew F. McHugh (N.Y.)	225-6335
2442 RHOB	Ted Weiss (N.Y.)	225-5635
1117 LHOB	Beryl Anthony, Jr. (Ark.)	225-3773
1517 LHOB	Barbara Boxer (Calif.)	225-5161
323 CHOB	Sander M. Levin (Mich.)	225-4961
437 CHOB	Bruce A. Morrison (Conn.)	225-3661
513 CHOB	J. Roy Rowland (Ga.)	225-6531
414 CHOB	Gerry Sikorski (Minn.)	225-2271
1609 LHOB	Alan Wheat (Mo.)	225-4535
1714 LHOB	Matthew G. Martinez (Calif.)	225-5464
328 CHOB	Lane Evans (Ill.)	225-5905
417 CHOB	Richard Durbin (Ill.)*	225-5271
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1723 LHOB	David Skaggs (Colo.)*	225-2161

Republicans (12)

1417 LHOB	Dan Coats (Ind.)	225-4436
213 CHOB	Thomas J. Bliley, Jr. (Va.)	225-2815
130 CHOB	Frank R. Wolf (Va.)	225-5136
119 CHOB	Nancy L. Johnson (Conn.)	225-4476
507 CHOB	Barbara F. Vucanovich (Nev.)	225-6155
2252 RHOB	Jack Kemp (N.Y.)*	225-5265
229 CHOB	George Wortley (N.Y.)*	225-3701
316 CHOB	Ron Packard (Ca.)*	225-3906
124 CHOB	Beau Boulter (Tex.)*	225-3706
124 CHOB	Jay Hastert (Ill.)*	225-2976
515 CHOB	Clyde Holloway (La.)*	225-4926
1711 LHOB	Fred Grandy (Iowa)*	225-5476

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7660

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*New member.

Senate Budget Committee

(100th Congress - 1st Session)

Jurisdiction: Federal Budget, all agencies.

Democrats (13)

Room		Telephone
250 SROB	Lawton Chiles, Chairman (Fla.)	224-5274
125 SROB	Ernest F. Hollings (S.C.)	224-6121
136 SHOB	J. Bennett Johnston (La.)	224-5824
298 SROB	Jim Sasser (Tenn.)	224-3344
105 SDOB	Donald W. Riegle (Mich.)	224-4822
330 SHOB	J. James Exon (Neb.)	224-4224
717 SHOB	Frank R. Lautenberg (N.J.)	224-4744
462 SDOB	Paul Simon (Ill.)*	224-2152
716 SHOB	Terry Sanford (N.C.)*	224-3154
237 SROB	Timothy Wirth (Colo.)*	224-5852
320 SHOB	Wyche Fowler (Ga.)*	224-3643
825A SHOB	Kent Conrad (N. Dak.)*	224-2043
324 SHOB	Christopher Dodd (Conn.)*	224-2823

Republicans (11)

434 SDOB	Pete V. Domenici, Ranking (N.M.)	224-6621
528 SHOB	William L. Armstrong (Colo.)	224-5941
302 SROB	Nancy L. Kassebaum (Kansas)	224-4774
506 SHOB	Rudy Boschwitz (Minn.)	224-5641
509 SHOB	Steven D. Symms (Idaho)	224-6142
135 SHOB	Charles E. Grassley (Iowa)	224-3744
110 SHOB	Robert W. Kasten, Jr. (Wisc.)	224-5323
524 SHOB	Dan Quayle (Ind.)	224-5623
497 SROB	John C. Danforth (Mo.)	224-6154
713 SHOB	Don Nickles (Okla.)*	224-5754
530 SHOB	Warren Rudman (N.H.)*	224-3324

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-0642

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*New member.

Senate Committee on Appropriations
(100th Congress - 1st Session)

Jurisdiction: All appropriations.

Democrats (16)

Room		Telephone
205 SROB	John C. Stennis, Chairman (Miss.)	224-6253
311 SHOB	Robert C. Byrd (W. Va.)	224-3954
530 SDOB	William Proxmire (Wisc.)	224-5653
722 SHOB	Daniel K. Inouye (Hawaii)	224-3934
125 SROB	Ernest F. Hollings (S.C.)	224-6121
250 SROB	Lawton Chiles (Fla.)	224-5274
136 SHOB	J. Bennett Johnston (La.)	224-5824
511 SHOB	Quentin N. Burdick (N.D.)	224-2551
433 SROB	Patrick J. Leahy (Vt.)	224-4242
298 SROB	Jim Sasser (Tenn.)	224-3344
328 SHOB	Dennis DeConcini (Ariz.)	224-4521
229 SDOB	Dale L. Bumpers (Ark.)	224-4843
717 SHOB	Frank R. Lautenberg (N.J.)	224-4744
317 SHOB	Tom Harkin (Iowa)	224-3254
387 SROB	Barbara Mikulski (Md.)*	224-4654
708 SHOB	Harry Reid (Nev.)*	224-3542

Republicans (13)

711 SHOB	Mark O. Hatfield, Ranking (Ore.)	224-3753
522 SHOB	Ted Stevens (Alaska)	224-3004
303 SHOB	Lowell P. Weicker (Conn.)	224-4041
361 SDOB	James A. McClure (Idaho)	224-2752
505 SDOB	Jack Garn (Utah)	224-5444
326 SROB	Thad Cochran (Miss.)	224-5054
110 SHOB	Bob Kasten (Wisc.)	224-5323
520 SHOB	Alfonse M. D'Amato (N.Y.)	224-6542
530 SHOB	Warren Rudman (N.H.)	224-3324
331 SHOB	Arlen Specter (Pa.)	224-4254
434 SDOB	Pete Domenici (N.M.)	224-6621
135 SHOB	Charles Grassley (Iowa)*	224-3744
713 SHOB	Don Nickles (Okla.)*	224-5754

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-7236

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*New member.

Subcommittee on Labor, HHS, Education, and Related Agencies of the Senate Committee on Appropriations

(100th Congress - 1st Session)

Jurisdiction: Appropriations for programs administered by the Departments of Labor, Health and Human Services, and Education

Democrats (8)

Room			Telephone
250	SROB	Lawton Chiles, Chairman (Fla.)	224-5274
311	SHOB	Robert C. Byrd (W. Va.)	224-3954
530	SDOB	William Proxmire (Wisc.)	224-5653
125	SROB	Ernest F. Hollings (S.C.)	224-6121
511	SHOB	Quentin N. Burdick (N.D.)	224-2551
722	SHOB	Daniel K. Inouye (Hawaii)	224-3934
317	SHOB	Tom Harkin (Iowa)	224-3254
229	SDOB	Dale Bumpers (Ark.)*	224-4843

Republicans (7)

303	SHOB	Lowell P. Weicker, Ranking (Conn.)	224-4041
711	SHOB	Mark O. Hatfield (Ore.)	224-3753
522	SHOB	Ted Stevens (Alaska)	224-3004
530	SHOB	Warren Rudman (N.H.)	224-3324
331	SHOB	Arlen Specter (Pa.)	224-4254
361	SDOB	James McClure (Idaho)	224-2752
434	SDOB	Pete V. Domenici (N.M.)	224-6621

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-7283

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*New member.

Senate Committee on Labor and Human Resources

(100th Congress - 1st Session)

Jurisdiction: Education and labor legislation.

Democrats (9)

Room			Telephone
113	SROB	Edward M. Kennedy, Chairman (Mass.)	224-4543
335	SROB	Claiborne Pell (R.I.)	224-4642
363	SROB	Howard M. Metzenbaum (Ohio)	224-2315
109	SHOB	Spark M. Matsunaga (Hawaii)	224-6361
324	SHOB	Christopher J. Dodd (Conn.)	224-2823
462	SDOB	Paul Simon (Ill.)	224-2152
317	SHOB	Tom Harkin (Iowa)*	224-3254
513	SHOB	Brock Adams (Wa.)*	224-2621
387	SROB	Barbara Mikulski (Md.)*	224-4654

Republicans (7)

Room			Telephone
135	SROB	Orrin G. Hatch, Ranking (Utah)	224-5251
133	SHOB	Robert T. Stafford (Vt.)	224-5141
524	SHOB	Dan Quayle (Ind.)	224-5623
218	SROB	Strom Thurmond (S.C.)	224-5972
303	SHOB	Lowell P. Weicker (Conn.)	224-4041
326	SROB	Thad Cochran (Miss.)*	224-5054
531	SHOB	Gordon Humphrey (N.H.)*	224-2841

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-5375

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*New member.

Subcommittee on the Handicapped
of the
Senate Labor and Human Resources Committee

(100th Congress - 1st Session)

Jurisdiction: Handicapped education (i.e., P.L. 94-142 and other EHA programs), developmental disability programs, and rehabilitation programs.

Democrats (4)

Room		Telephone
120 SROB	Tom Harkin, Chairman (Iowa)*	224-3254
363 SROB	Howard M. Metzenbaum (Ohio)*	224-2315
462 SDOB	Paul Simon (Ill.)	224-2152
513 SHOB	Brock Adams (Wa.)*	224-2621
113 SROB	Edward M. Kennedy (Mass.) (Ex-officio)	224-4543

Republicans (3)

303 SHOB	Lowell P. Weicker, Ranking (Conn.)	224-4041
133 SHOB	Robert T. Stafford (Vt.)	224-5141
326 SROB	Thad Cochran (Miss.)*	224-5054
135 SROB	Orrin G. Hatch (Utah) (Ex-officio)	224-5251

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-6265

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*New member.

Subcommittee on Education, Arts and the Humanities of the Senate Labor and Human Resources Committee

(100th Congress - 1st Session)

Jurisdiction: Chapters One and Two (formerly ESEA), impact aid, vocational education, P.L. 89-313.

Democrats (6)

Room		Telephone
335 SROB	Claiborne Pell, Chairman (R.I.)	224-4642
363 SROB	Howard M. Metzenbaum (Ohio)*	224-2315
109 SHOB	Spark M. Matsunaga (Hawaii)	224-6361
324 SHOB	Christopher J. Dodd (Conn.)	224-2823
462 SDOB	Paul Simon (Ill.)	224-2152
387 SROB	Barbara Mikulski (Md.)*	224-4654

Republicans (5)

113 SHOB	Robert T. Staffard, Ranking (Vt.)	224-5141
135 SROB	Orrin G. Hatch (Utah)	224-5251
524 SHOB	Dan Quayle (Ind.)	224-5623
303 SHOB	Lowell P. Weicker (Conn.)	224-4041
218 SROB	Strom Thurmond (S.C.)	224-5972

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-2962

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*New member.

Figure 3

ORGANIZATIONAL CHART

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

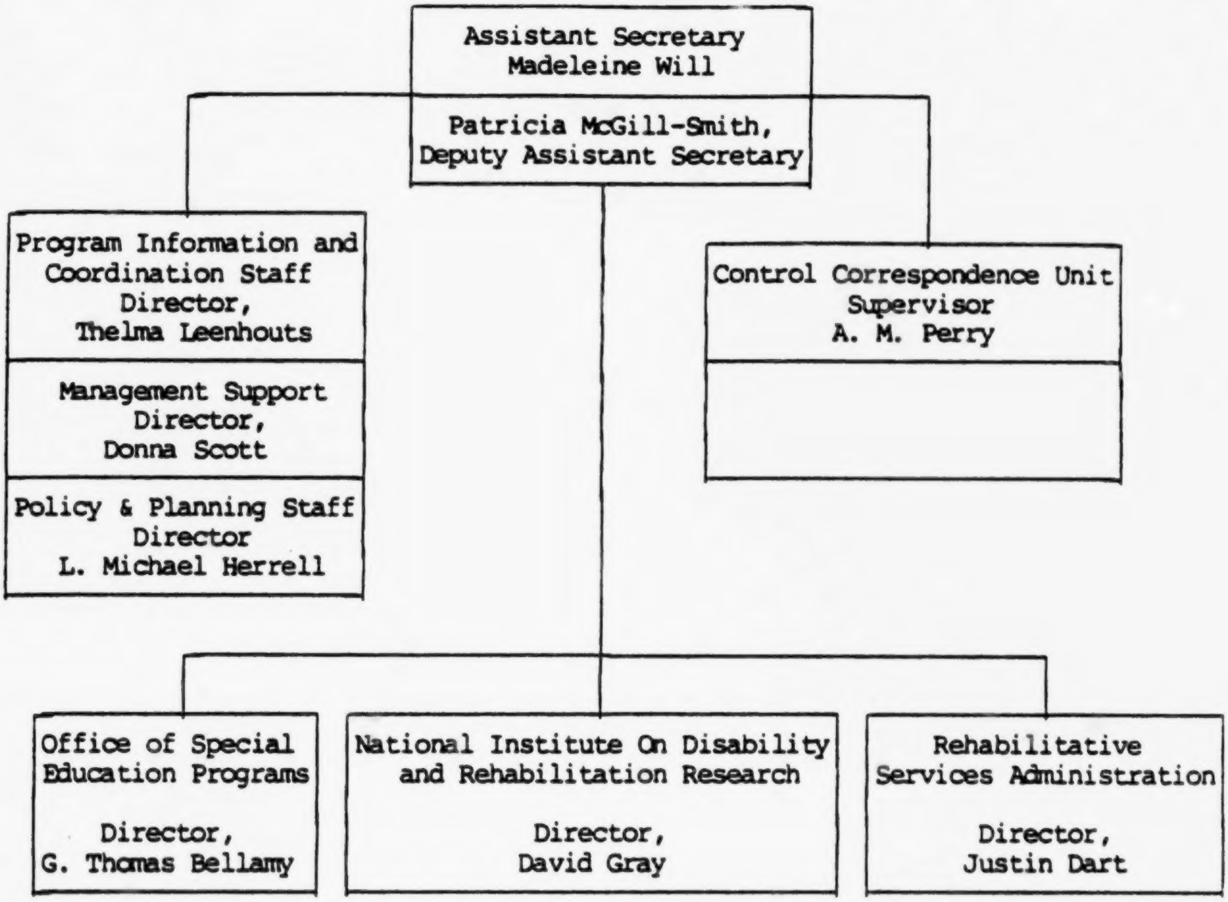
Assistant Secretary
Madeleine Will
Patricia McGill-Smith,
Deputy Assistant Secretary
Program Information and
Coordination Staff
Director,
Thelma Leenhouts
Management Support
Director,
Donna Scott
Policy & Planning Staff
Director
L. Michael Herrell
Control Correspondence Unit
Supervisor
A. M. Perry
Office of Special
Education Programs
Director,
G. Thomas Bellamy
National Institute On Disability
and Rehabilitation Research
Director,
David Gray
Rehabilitative
Services Administration
Director,
Justin Dart

Figure 4

Office of Special Education Programs
400 Maryland Avenue, S.W., Switzer Bldg. 3511-2313, Washington, D.C. 20202

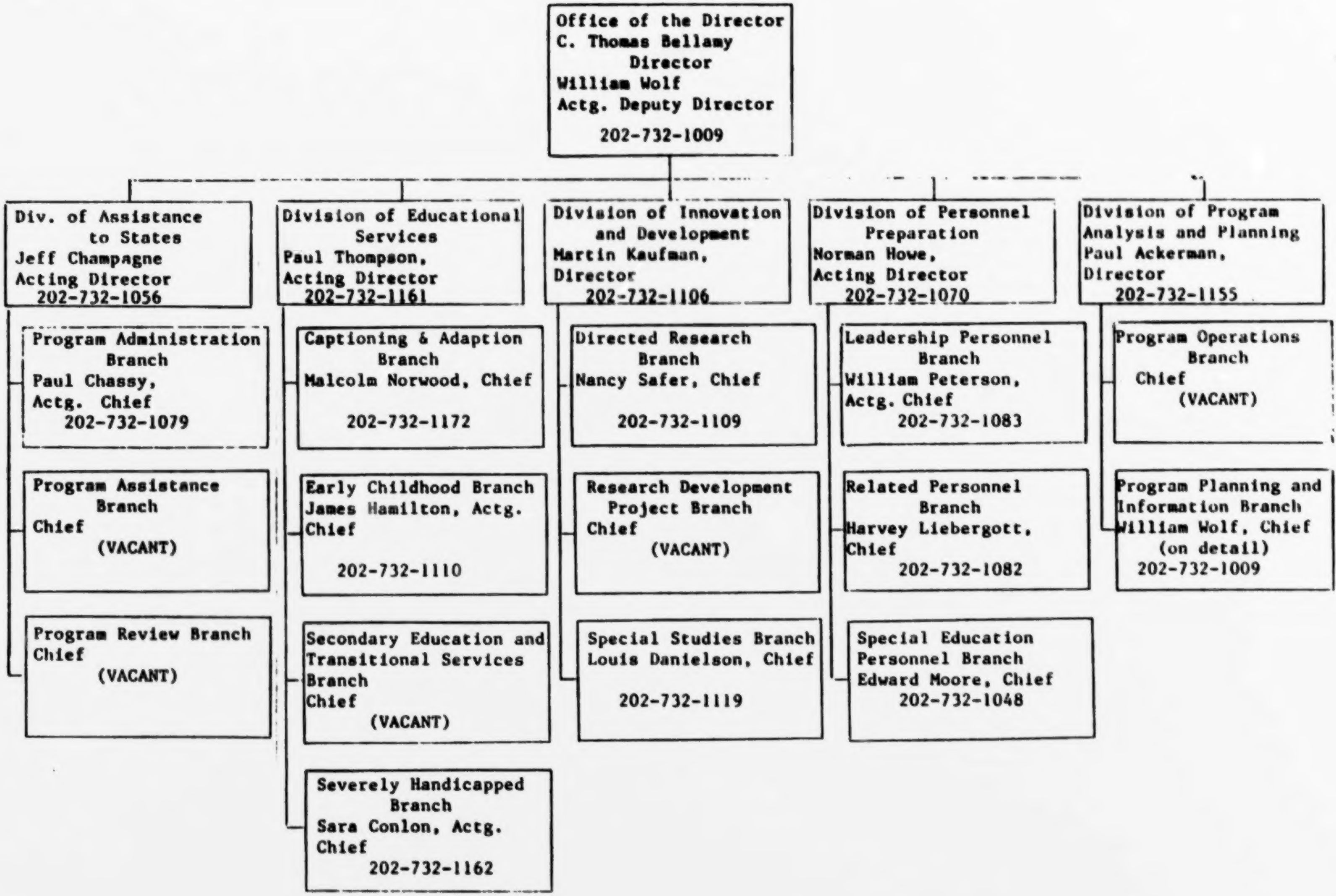
Office of the Director
C. Thomas Bellamy
Director
William Wolf
Actg. Deputy Director
202-732-1009
Div. of Assistance to States
Jeff Champagne
Acting Director
202-732-1056
Program Administration Branch
Paul Chassy,
Actg. Chief
202-732-1079
Program Assistance Branch
Chief
(VACANT)
Program Review Branch
Chief
(VACANT)
Division of Educational Services
Paul Thompson,
Acting Director
202-732-1161
Captioning & Adaption Branch
Malcolm Norwood, Chief
202-732-1172
Early Childhood Branch
James Hamilton, Actg. Chief
202-732-1110
Secondary Education and Transitional Services Branch
Chief
(VACANT)
Severely Handicapped Branch
Sara Conlon, Actg. Chief
202-732-1162
Division of Innovation and Development
Martin Kaufman,
Director
202-732-1106
Directed Research Branch
Nancy Safer, Chief
202-732-1109
Research Development Project Branch
Chief
(VACANT)
Special Studies Branch
Louis Danielson, Chief
202-732-1119
Division of Personnel Preparation
Norman Howe,
Acting Director
202-732-1070
Leadership Personnel Branch
William Peterson,
Actg. Chief
202-732-1083
Related Personnel Branch
Harvey Liebergott,
Chief
202-732-1082
Special Education Personnel Branch
Edward Moore, Chief
202-732-1048
Division of Program Analysis and Planning
Paul Ackerman,
Director
202-732-1155
Program Operations Branch
Chief
(VACANT)
Program Planning and Information Branch
William Wolf, Chief
(on detail)
202-732-1009

Figure 5

OSEP Program Information

Education of Handicapped Act Reference No.	U.S. Code Reference No.	Catalogue of Federal Domestic Assistance Reference No. 1988	Program Title	Division	Contact Persor
Part Section	Section				
A/607	304	84.155	Removal Architectural Barriers	DAS	Sandy Brotman 732-1031
B	300	84.207	Assistance to States	DAS	Jeff Champagne 732-1056
B/618	327	84.159	Special Studies	DID	Lou Danielson 732-1119
B/619	301	84.178	Preschool Grants	DES	Nancy Treusch 732-1097
C/621	305	84.028	Regional Resource Ctrs	DAS	Mary Gardner 732-1026
C/622	307	84.025	Deaf-Blind Centers and Services	DES	Charles Freeman 732-1165
C/623	309	84.024	Early Ed Programs	DES	Jim Hamilton 732-4503
C/624	315	84.086	Severely Handicapped Programs	DES	Sara Conlon 732-1157
C/625	338	84.078	Postsecondary Ed	DES	Joe Rosenstein 732-1176
C/626	326	84.158	Secondary & Transition	DES	Bill Halloran 732-1112
D/631	318	84.029	Special Education Personnel Preparation	DPP	Ed Moore 732-1048
D/631	316 318	84.029	Training Related Personnel & Parents	DPP	Harvey Leibergott 732-1082
D/632	319	84.029	Personnel Training-SEAs and IHEs	DPP	Frank King 732-1086
D/633	320	84.030	Clearinghouses	DES	Helene Corradino 732-1167
			Recruitment & Info	DPP	Angele Thomas 732-1100

Figure 5 (continued)

Education of Handicapped Act Reference No.	U.S. Code Reference No.	Catalogue of Federal Domestic Assistance Reference No. 1988	Program Title	Division	Contact Person
Part Section	Section				
E/641-644	324	84.023	**Research & DEMOs**	DID	**Nancy Safer** **732-1109**
F/651-653	330 331 332	84.026	**Media Services, Research & Captioned Films**	DES	**Mac Norwood** **732-1172**
G/661-662	333	84.180	**Technology & Materials**	DID	**Judy Fein** **732-1116**
				DES	**Mac Norwood** **732-1172**
H	303	84.024	**Infants & Toddlers**	DES	**Maryann McDermot** **732-4278**
N/A	302	84.009	State Operated **Programs** Chapter 1	DAS	**Bill Tyrrell** **732-1025**
N/A	322	84.029	Teacher Training-Areas of Shortage	DPP	**Doris Sutherlan** **732-1074**

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

HEADQUARTERS STAFF

Jeptha V. Greer, Executive Director

Frederick J. Weintraub, Assistant Executive Director, Department of Governmental Relations

Donald K. Erickson, Assistant Executive Director, Department of Information Services

Susan Gorin, Assistant Executive Director, Department of Member and Unit Services

Edward E. Gickling, Assistant Executive Director, Department of Professional Development

Bruce A. Ramirez, Special Assistant for Ethnic and Multicultural Concerns

CANADIAN COUNCIL FOR EXCEPTIONAL CHILDREN OFFICE

Missisauga Executive Centre
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Missisauga, Ontario, Canada L4Z1H8
(613) 238-5863

E. Wayne Tompkins, Director, Canadian CEC Office

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Coordinator and Advisor of
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Curry School of Education
University of Virginia
405 Emmet Street
Charlottesville, VA 22903

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Indiana Special Education
Administrators' Services Director
Department of Special Education
Indiana State University
Terre Haute, IN 47809

President-Elect
Office: 812/237-2828

Harry Dahl
Regional Coordinator
of Special Education
Saskatchewan Education
3130 Eighth Street East
Saskatoon, Saskatchewan
Canada S7K 2H6

First Vice President
Office: 306/933-5033

Judy Ashmore
Exceptional Education Teacher
Jefferson County Public Schools
Louisville, KY 40207

Immediate Past President
Office: None

Joni Alberg
Educational Research Scientist
Research Triangle Institute
Center for Educational Studies
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Research Triangle Park, NC 27709

Governor at Large, U.S.
Office: 919/541-6315

Barbara Sirvis, Dean
Faculty of Applied Science &
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Buffalo
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Cedar Falls, IA 50614

Governor at Large, U.S.
Office: 319/273-6061/3291

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Superintendent Student and
Community Services Dept.
Scarborough Board of Education
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Scarborough, Ontario
Canada M1P 4N6

Governor at Large, Canada
Office: 416/396-7580

LaDelle Olion
Assistant Dean for Research,
Planning, and Budgetary Affairs
School of Education and Human
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Fayetteville, NC 28301

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Office: 919/486-1586

Marilyn J. Johnson, Director
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P.O. Box 5630
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Governor at Large
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Verna Snell
Director of Special Schools/
Court Schools
Fresno County Office of Education
2314 Mariposa Street
Fresno, CA 93721

Governor at Large, U.S.
Office: 209/488-3319

Divisions of The Council for Exceptional Children

Within the structure of The Council for Exceptional Children (CEC), are 14 membership divisions. These special organizations concentrate on a particular exceptionality or unique aspect of special education. Divisions publish journals, newsletters, special publications and hold conferences and workshops. Only CEC members are eligible for membership.

Council of Administrators of Special Education (CASE)

1986-87 Officers

President:	Robert Van Dyke, South Metropolitan Association, Flossmoor, Illinois
President-Elect:	Jasper W. Harris, Kansas City Public Schools, Kansas City, Missouri
Past President:	J. Howard Hinesley, Pinellas County School Board, Clearwater, Florida
Secretary Pro Tem:	Virginia Dixon, Rochester Public Schools, Rochester, Minnesota
Treasurer:	David Brotski, Neenah Joint School District, Neenah, Wisconsin
Board of Governors Representative:	Gerald Reynaud, Park Hill School District, Kansas City, Missouri
Executive Director:	David E. Greenburg, CASE, Inc., Indianapolis, Indiana

Purpose of the Division

The Council of Administrators of Special Education is organized to promote professional leadership, to provide opportunity for study of problems common to its members, and to communicate through discussion and publications, information that will develop improved services for exceptional children.

Goals and Special Projects for 1986-87

CASE goals adopted for the 1986-88 biennium include:

1. Provide services for members consistent with achieving the purpose of the organization, with documented member needs from the organization, and with the nature of services generally provided by professional associations.
2. Represent the perspective of local education agencies, generating opportunities for affecting policy at international, national, state, and/or province levels concerning education and services for exceptional children.
3. Improve the frequency, quality, and scope of practices in information dissemination and in training opportunities to develop improved and responsive services for exceptional children.
4. Maintain and extend the numbers of individual members and of CASE federation-level divisions, thereby expanding the communication network and personnel foundations essential to the purposes of CEC and of CASE.
5. Establish a priority for generating supplemental resources dedicated to support activities consistent with the interests of leaders in local special education programs.

Division Publications

"CASE in Point" (new this year) contains articles pertinent to the development, improvement, and conduct of special education and related services and is published three times each year. The "CASE Newsletter" contains division information and other announcements and is published five times each year (previously four times). Both are distributed to members of the division, and copies of each are available from David Greenburg, CASE Executive Director, Indiana University ES 3108, 902 West New York Street, Indianapolis, Indiana 46223.

The CASE Research Committee is responsible for the development and marketing of a series of "CASE Information Packets" as well as special publications on topics of particular concern to local special education administrators. There are currently fifteen packets and special publications available from Leonard C. Burrello, CASE Research Committee Chair, Education Building Room 234, Indiana University, Bloomington, Indiana 47405.

Position Papers Prepared by Division

Each of the "CASE Information Packets" and special publications referenced above represents a CASE position on a particular aspect of local special education program development. Topics of packets and special publications developed during 1986-87 included personnel development programs, program quality evaluation, and vocational preparation of severely handicapped students. All are available only through the CASE Research Committee. In addition, one paper on general education and special education interface was prepared for CEC-ERIC distribution.

Significant Accomplishments July 1, 1986 - June 30, 1987

Major recent accomplishments of the CASE division have included (a) publishing an adapted program evaluation document, (b) conducting a series of regional topical institutes, (c) increasing membership, and (d) reorganizing and expanding the division governance structure:

1. The CASE division had a historic role in the development of the Regional Resource Centers' publication "Effectiveness Indicators in Program Evaluation." Subsequent to publication of that document by the RRC system, the CASE Research Committee developed and published an adapted edition specific to the local unit user.

2. The 1987 "CASE Institutes on Medically-Related Special Education and Related Services" were planned and conducted in San Diego (January), Tampa (February), and Philadelphia (March). A document combining summaries of presentations at all sites is in press and will be distributed to attendees and to other interested CASE members.

3. A two-year study of division membership patterns based on longitudinal information not available from headquarters indicated a dramatic annual turn-over in members. Noting recruitment of new members was not problematic, increased attention has been focused on retention of current members by soliciting comments about desired services and evaluation of current division services and operations. Contacts have been initiated with non-renewing members; and, coupled primarily with improved publication schedules and greater visibility in the field, the net result has been steady individual member growth to approximately 10% over the number at the beginning of the period.

4. A major activity of the year has been focused on revision of the CASE Constitution with a view toward involvement of greater numbers of division members in the governance and policy-making structure and consideration of the division office. The result is a broader committee structure, a mandate for development of a "CASE Policies and Procedures Handbook," and greater responsibility for approval of policies and procedures by the CASE Board of Directors (which includes the Executive Committee and a representative of each CASE federation-level division). All recommendations from the year-long discussion and development were approved at the Chicago convention business meeting for implementation during the 1987-88 year.

Council for Children with Behavioral Disorders (CCBD)

1986-87 Officers

President:	Sheldon Braaton, Harrison Secondary School, Minneapolis, Minnesota
President-Elect:	Steve Forness, UCLA Neuropsychiatric Institute, Los Angeles, California
Vice President:	Lewis Polsgrove, Indiana University, Bloomington
Past President:	Sharon Huntze, University of Missouri, Columbia
Secretary:	Pnina Goldfarb, North Shore Educational Services, Milwaukee, Wisconsin
Treasurer:	Nancy George, University of Oregon, Eugene
Board of Governors Representative:	Eleanor Guetzloe, University of South Florida, St. Petersburg
Member-at-Large:	Thomas Reilly, Chicago State University, Illinois
Minority Member-at-Large:	Shirley Turnage, Elizabeth City Pasquotank Schools, North Carolina
Student Member-at-Large	Howard Muscott, Teachers College, New York

Purpose of the Division

Support development of adequate services for behaviorally disordered children; Establish communication between local, state, and university programs; Promote teacher recruitment and training programs; Promote educational research; Support legislation for services; and stimulate exchange of ideas between professionals concerned with behavioral disorders.

Goals and Special Projects for 1986-87

1. Celebrated 25th Anniversary of CCBD at CEC Convention in Chicago.

2. Created two new awards to be given on alternating years: (a) to a practitioner providing outstanding service to BD children and (b) to the professional providing outstanding contributions to the field of educating BD children.

3. Completion of position paper on definition of BD.

4. Commission a position paper on use of aversive interventions with BD students.

5. Completion of background paper for position statement on best practices for identifying and serving minority students.

Division Publications

Behavioral Disorders, published quarterly, available from CEC. Teaching: Behaviorally Disordered Youth, published annually, available from Editor of CCBD. Monographs: Series 1-9: Severe Behavioral Disorders of Children and Youth, available from Robert Rutherford, Department of Special Education, Arizona State University, Tempe. Programming for Adolescents with Behavioral Disorders, Vol. I & II (Vol. III in press), available from CEC.

Position Papers Prepared by Division

1. Education of Behaviorally Disordered Students: Accomplishments, Problems and Prospects.

2. Substitution of "Behaviorally Disordered" for "Severely Emotionally Disturbed" as a Descriptive Term for Children and Youth Handicapped by Behavior.

3. Definition and Identification of students with Behavioral Disorders.

Significant Accomplishments July 1, 1986 - June 30, 1987

1. Celebrated 25th Anniversary at Chicago convention with many former officers.

2. Completed position paper on definition of "Behaviorally Disordered."

3. Completed background paper on minority issues in BD and reference bibliography.

4. Established two new awards for recognition of outstanding contributions: one for persons in direct service and one for contributions to the field of BD.

5. Commissioned work on position paper on use of aversive interventions with BD students.

6. Reviewed draft of position paper in progress on school discipline.

7. Initiated stages to develop new "program based budgeting" process.

Division for Research (CEC-DR)

1987-88 Officers

President:	Sidney R. Miller, Southern Illinois University, Carbondale
President-Elect:	Dennis E. Mithaug, University of Colorado, Colorado Springs
Secretary:	Susan S. Osborne, University of North Carolina, Chapel Hill
Treasurer:	Marjorie Montague, University of Arizona, Tucson
Board of Governors Representative:	James M. Kauffman, University of Virginia, Charlottesville
Membership Chair:	Paul T. Sindelar, Florida State University, Tallahassee

Purpose of the Division

To promote research relating to the education of exceptional individuals.

Goals and Special Projects for 1986-87

1. Offer a forum for exploration of issues facing researchers serving special populations.
2. Promote communication among members whose research efforts are directed toward individuals with disabilities.
3. Foster exemplary programs for recruitment and training of personnel and to insure quality research within the field of Special Education.
4. Represent and advocate for professionals who serve individuals by conducting research with exceptional populations.
5. Support legislative efforts which support and promote research in special education.
6. Foster, through a professional network, the exploration and discussion of approaches to research, within a context of tolerance for new and divergent ideas relating to exceptional populations.
7. Promote the translation of research data into practical language and encourage its application in the field.

8. Ensure the integrity of all handicapped individuals involved in research.

9. Assist and support The Council for Exceptional Children in all of its efforts in behalf of exceptional persons and to participate in appropriate governance activities of CEC.

Significant Accomplishments July 1, 1986 - June 30, 1987

1. Establishment of the Division.

2. Selection of officers.

3. Drafting of purpose, goals, and objectives.

4. Drafting of Constitution.

Division on Mental Retardation (CEC-MR)

1986-87 Officers

President: Robert Stodden, Department of Special Education, University of Hawaii, Honolulu

President-Elect: Edward Polloway, Department of Special Education, College of Education, Lynchburg College, Virginia

Vice President: Laurence A. Sargent, Urbandale, Iowa

Past President: Dianne Manfredini, West Lebanon, New Hampshire

Secretary: Scott Sparks, New Marshfield, Ohio

Treasurer: James R. Patton, Department of Special Education, University of Hawaii, Honolulu

Board of Governors Representative: Pamela Gillet, Palatine, Illinois

Purpose of the Division

The purposes of the Division, as stated in its constitution,"...shall be to advance the education and general welfare of the mentally retarded, research in the education of the mentally retarded, competency of educators engaged in this field, public understanding of mental retardation, and legislation needed to help accomplish these goals." Further, it"...shall encourage and promote professional growth, research, and dissemination of research findings."

Goals and Special Projects for 1986-87

1. To complete an edited monograph "Transition Issues and Directives for Mentally Retarded Persons."
2. To plan an International Conference entitled: Mental Retardation: Emerging Challenges for the Future.

Division Publications

1. ETMR (quarterly journal)
2. Newsletter (twice annually)
3. Monographs: Severe Mental Retardation: From Theory to Practice; Educational Programming for the Severely/Profoundly Handicapped; Mental Retardation: Topics of Today--Issues of Tomorrow; Transition Issues and Trends.

Significant Accomplishments July 1, 1986 - June 30, 1987

1. Completion of Transition monograph.
2. Planned International Conference to be held in Honolulu, Hawaii, January 11-13, 1988.

Council for Educational Diagnostic Services (CEDS)

1986-87 Officers

President:	Paulette Thomas, University of New Orleans, Louisiana
President-Elect:	Rica Blausten, Allendale, New Jersey
Vice President:	Charles Nicholson, Raleigh, North Carolina
Past President:	Lyman Hunter, Greeley, Colorado

Board of Governors Representative: James Poteet, Ball State University, Muncie, Indiana

Secretary: David Ryckman, University of Washington, Seattle

Treasurer: Lamoine Miller, Monroe, Louisiana

Journal Editor: Ronald Eaves, Auburn University, Alabama

Purpose of the Division:

To promote the most appropriate education of children and youth through appraisal, diagnosis, educational intervention, implementation, and continuous evaluation of a prescribed educational program.

To facilitate the integration of services offered by educational diagnosticians, psychologists, social workers, physicians, and/or other disciplines.

To work for more adequate programs of recruitment, education, and certification of personnel involved in diagnostic and prescriptive programs for children and youth.

To promote research that encourages the evolvement of more efficient diagnostic instruments, practices, and techniques which will lead to a better understanding of the relationship between educational needs and educational practices.

Division for Children with Communication Disorders (DCCD)

1986-87 Officers

President: Stan Dublinske, The American Speech-Language-Hearing Association, Rockville, Maryland

President-Elect: Lee Synder-McLean, Parsons Research Center, Parsons, Kansas

Vice President: John Bernthal, Department of Special Education and Communication Disorders, Barkley Center, Lincoln, Nebraska

Past President: Mary T. Fitzgerald, Nashville, Tennessee

Secretary: Sandra S. Lebowitz, Division of Speech and Language, Montgomery County Public Schools, Rockville, Maryland

Treasurer: Robert R. Shearer, The Professional Continuum, Inc., Concord, California

Board of Governors Representative: Katharine G. Butler, College of Education, Syracuse University, Syracuse, New York

Purpose of the Division

To improve education and services for individuals with communication handicaps through:

1. Integration of the multidisciplinary efforts currently directed toward the varied problems exhibited by individuals with communication handicaps.
2. Dissemination of information and encouragement of research and training related to communication disorders.
3. Cooperation with other agencies and organizations concerned about individuals with disabilities.
4. Creation of a better understanding of the problems related to prevention, amelioration, or remediation of communication disorders.

Goals and Special Projects for 1986-88

1. Improve services to DCCD members through continued development of the DCCD publications programs, convention and symposium activities, liaison with other organizations, committee work, counselor activity, and political action.
2. Increase the image, size, visibility, and influence of DCCD.
3. Develop a long range plan for DCCD that will allow the Division to determine where it wants to go in the next 3 to 5 years.
4. Improve the financial standing of the Division.

Division Publications

1. Journal of Childhood Communication Disorders. Published twice per year. Brian B. Shulman, Ph.D. (Editor). Contact CEC for subscription information.

2. "Newsletter." Published twice per year. Editor is the current DCCD President.

Position Papers Prepared by Division

The following position statements have been developed by DCCD in conjunction with the National Joint Committee on Learning Disabilities.

1. Adults with Learning Disabilities: A Call to Action
2. Learning Disabilities: Issues on Definition
3. Learning Disabilities: Issues in the Preparation of Personnel
4. Learning Disabilities and the Preschool Child
5. In-service Programs in Learning Disabilities
6. Issues in the Delivery of Services to Individuals with Learning Disabilities

Published in issues of the Journal of Learning Disabilities during 1987.

Significant Accomplishments July 1, 1986 - June 30, 1987

1. Co-sponsored symposium on low-incidence populations with DVH and DPH.

2. Published special issue of JCCD on Velophrangeal Incompetence and Communication.

Division on Career Development (DCD)

1986-87 Officers

President:	M. LeRoy Reynolds, Central Michigan University, Midland
President-Elect:	Sharon Field, University of Washington, Seattle
Vice President:	Jane Razeghi, Fairfax County Public Schools, Fairfax, Virginia
Past President:	Charles Kokaska, California State University at Long Beach
Secretary:	Justin Marion, Arizona State University, Tempe
Treasurer:	Patricia Sitlington, Iowa Department of Education, Des Moines

Student Representative: Henderson Harris, Albion Public Schools, Albion, Michigan

Board of Governors Representative: Merry Maitre, Mason City Public Schools, Mason City, Iowa

Purpose of the Division

To provide an organization for representatives from all disciplines who are involved in career development of exceptional children, youth and adults.

Goals and Special Projects for 1986-87

1. Plan Fourth International Conference on Career Development and Vocational Special Needs Individuals, October 8-10, 1987, Nashville, Tennessee.

2. Reorganize the Division's Unit Development process, including greater responsibilities for the committee chair and increasing the number of representatives from two to four plus the Canadian Representative.

3. Define the responsibilities of the Publication Chair/Committee and those of Journal Editor and Newsletter Editor. Also define the relationship between these three positions.

4. Redefine the role of the student representative through a study of such roles in other National Organizations.

5. Initiate the development of a DCD position paper on the Gifted.

6. At the request of the CEC President, appointed a task force to develop a position paper on Adult Handicapped Persons. To present to CEC Board of Governors in January 1988.

Division Publications

Journal: Career Development for Exceptional Individuals availability source, Division on Career Development, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

Newsletter: Kathleen Gruenhagen, P.O. Box 1573, Toccoa, GA 30577.

Position Papers Prepared by Division

1. Career/Vocational Assessment In The Public School Setting.

2. The Transition of Youth with Disabilities to Adult Life.

Significant Accomplishments July 1, 1986 - June 30, 1987

1. Major planning of Fourth International Conference on Career Development to be held in Nashville, Tennessee on October 8-10, 1987.

2. Approval of DCD membership to make major constitutional changes related to reorganization of Unit Development process.

3. Set into motion the process for reconsidering the responsibilities and duties of all major DCD committees and committee chairs.

Division for Early Childhood (DEC)

1986-87 Officers

President:	Lisbeth Vincent, University of Wisconsin, Madison
President-Elect:	Corinne Garland, Child Development Resources, Lightfoot, Virginia
Vice President:	Carl Dunst, Western Carolina Center, Morgantown, North Carolina
Past President:	Amy L. Toole, BOCES II, Centerreach, New York
Secretary:	Kathleen McCartan, Iowa State University, Ames
Treasurer:	Gordon Williamson, John F. Kennedy Medical Center, Edison, New Jersey
Board of Governors Representative:	Barbara Smith, Consultant, Pittsburgh, Pennsylvania

Purpose of the Division

The purposes of DEC are: (a) promoting the education of all young children and infants with special needs; (b) promoting involvement of parents in their children's development; (c) stimulating communication among early childhood organizations and practitioners; (d) disseminating information about research, resources, and current trends and issues.

Goals and Special Projects for 1986-87

1. Cosponsored with CEC Second Annual Early Childhood Conference in Louisville, KY. Over 1,000 people attended.
2. Worked with CEC headquarters staff in governmental relations to develop and insure the passage of P.L. 99-457. Provided input and testimony to both the U.S. House of Representatives and the Senate.
3. Completed work on an edited volume on research issues in early childhood/special education.
4. Completed work on a co-edited volume in service delivery to infants, toddlers, and their families. Co-edited with CEC publications office.

Division Publications

1. Journal of the Division for Early Childhood. Merle Karnes (Editor). The Interstate Printers and Publishers, Jackson at Van Buren, Danville, Illinois 61832.
2. The Communicator (Division Newsletter). Jeanette McCollum (Editor), University of Illinois at Urbana-Champaign, Department of Special Education, 1310 South 6th Street, Champaign, IL 61820.

Position Papers Prepared by Division

DEC Position Statements and Recommendations Relating to P.L. 99-457 and Other Federal and State Early Childhood Policies. CEC Publication #D401.

Significant Accomplishments July 1, 1986 - June 30, 1987

1. Held a very successful annual conference.
2. Were instrumental in the passage of P.L. 99-457.
3. Produced quality written products in the area of early childhood/special education.

The Division for Learning Disabilities (DLD)

1986-87 Officers

President:	Harold J. McGrady, Arlington Public Schools, Arlington, Virginia
President Elect:	Sharon Vaughn, University of Miami, Coral Gables, Florida

Vice President:	Jeanette Fleischner, Columbia University, New York, New York
Past President:	Carol Weller, University of Utah, Salt Lake City
Secretary:	Mary Jean Burkhart, GST Multidistrict Educational Service, Cooperstown, North Dakota
Treasurer:	Robert Abbott, Waukegan, Illinois
Board of Governors Representatives:	Sister Marie Grant, Rosary College, River Forest, Illinois

Purpose of the Division

1. To promote the education and general welfare of persons with learning disabilities.
2. To provide a forum for discussion of issues facing the field of learning disabilities.
3. To encourage interaction among the many disciplinary groups whose research and service efforts impact the learning disabled.
4. To foster research regarding the varied disabilities subsumed in the term learning disabilities and promote dissemination of research findings.
5. To advocate exemplary professional training practices to ensure the highest quality of services in the field of learning disabilities.
6. To promote exemplary diagnostic and teaching practices in a context of tolerance for new and divergent ideas.
7. To assist and provide support to The Council for Exceptional Children (CEC) in all its efforts on behalf of exceptional persons, and to participate in all appropriate governance activities of CEC.

Goals and Special Projects for 1986-87

1. Continued *DLD Times* newspaper, two journals, *LD Focus* and *LD Research*.
2. Published book, *Research in Learning Disabilities: Issues and Future Directions*.
3. Responded to the Regular Education/Special Education Initiative and Holmes Group.

Division Publications

Journals: Learning Disability Focus; Learning Disabilites Research.

Newsletter: DLD Times

Availability resource: The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia, 22091.

Significant Accomplishments July 1, 1986 - June 20, 1987

1. Membership increased from 8,551 to 11,124 (16.5%).
2. Published a major book in the fields: Research in Learning Disabilities: Issues and Future Directions, edited by Sharon Vaughn and Candace Bos. College Hill, 1987 (276 pp.)
3. Publication of two journals (LD Focus and LD Research).
4. Represented the profession at several national forums on behalf of LD.

Division for Physically Handicapped (DPH)

1986-87 Officers

President:	Peter Kopriva, Foothills Gateway Rehabilitation Center, Fort Collins, Colorado
President-Elect:	Michael Weinroth, Gwinnett County Public Schools, Oakland Center, Lawrenceville, Georgia
Vice President:	John Venn, University of North Florida, Jacksonville, Florida
Secretary:	Dick Brady, California State University, San Diego - Escondido, California
Treasurer:	Inez Lattimore, Retired - Washington, DC

Purpose of the Division

The Division for Physically Handicapped has as its purpose the promotion of:

1. Quality education for all individuals with physical disabilities.
2. A close professional relationship among personnel involved in educational programs for children and youth who are physically handicapped and who may or may not have other handicapping conditions.
3. An avenue of communication through a Journal and Newsletter.
4. Appropriate programs of teacher recruitment, education and certification.
5. Professional standards.
6. Effective legislation.
7. CEC as set forth in the constitution and by-laws of that organization.

Goals and Special Projects for 1986-87

DPH responds to a diverse group of professions and parents concerned with the education and treatment practices of individuals who experience physical disabilities. Education settings may include a variety of program options within the public schools, private school settings or special centers, hospitals, institutions and homebound educational programs. Members are informed of current issues and concerns through a quarterly division newsletter, DPH Journal as well as active state and provincial federation divisions. Goals are to promote the continued development of adequate resources and programs designed to address the many areas of need associated in serving children and adults with physical and health impairments.

On September 18-20, 1986 three divisions of CEC (DPH, DCCD, DVH) enjoyed the culmination of 1-1/2 years of planning and preparation of a symposium: Critical Issues for Low Incidence Populations held in Atlanta, Georgia and sponsored by The Council for Exceptional Children. The symposia offered three distinct themes: The Medically Fragile Child, Advocacy and issues in Technology. During 1986-87, the Ethnic and Multi-cultural Committee of DPH conducted a nation-wide survey to determine present concerns and issues encountered in working with physically handicapped students. In addition to our recent survey DPH representatives attended a two-day CEC sponsored Ethnic and Multi-cultural Concerns Symposium in Dallas, Texas.

Division Publications

The DPH Newsletter distributes a broad spectrum of information relating to the interests and concerns of division members and their students, and reports on business and convention meetings. The DPH Journal attempts to address timely and relevant issues regarding the variety of individual and program needs required by individuals with physical and health impairments. Journal articles are meant to be especially relevant to those professionals serving in the field, i.e., classroom teachers, administrators, and support personnel.

Availability Source: DPH Journal: Peter Kopriva, Editor, Foothills Gateway Rehabilitation Center, 301 Skyway Drive, Ft. Collins, CO 80525. DPH Newsletter: Sherry Best, Editor, 422 West "C" Street, Ontario, CA 91762.

Position Papers Prepared by Division

DPH has been actively involved in the development of a position paper which reflects our historical background as well as current/future issues affecting the nature of our training needs to individuals entering the field, service delivery options and "best practices" within our profession. This paper is authored by Drs. Frances P. Connor, Jane Scandary and Deborah Tulloch. A fall, 1987 publication date is anticipated. DPH members will receive a copy.

Significant Accomplishments July 1, 1986 - June 30, 1987

Topical symposia, workshops and conferences appear to be much needed. Due to the interest and success of past symposia, development and planning of future endeavors was initiated in 1986-87. In conjunction with the Canadian Council for Exceptional Children Congress, DPH is hosting a Symposium on Physical Disabilities in Vancouver, British Columbia, October 12-15, 1988. A similar symposia, whose primary goal is to new field-based professionals in the physically handicapped area, is scheduled for Colorado in 1990.

Division for the Visually Handicapped (DVH)

1986-87 Officers

President:	Vincent M. McVeigh, Elwyn Institutes, Elwyn, Pennsylvania
President-Elect:	Virginia Sowell, Lubbock, Texas
Vice President:	Jonathan McIntire, Clearwater, Florida
Past President:	Anne Corn, University of Texas, Austin
Secretary:	Mary Jean Sanspree, Birmingham, Alabama
Treasurer:	Kathy Simpkins, Orem, Utah

Board of Governors Representatives:	Kay Alicyn Ferrell, Columbia University, New York

Purpose of the Division

1. To advance the education of children and youth with visual handicaps that impede educational progress.
2. To facilitate an understanding of the physical, cognitive, social, and emotional needs of visually handicapped children and youth.
3. To promote professional growth through research and subsequent CEC and DVH sponsored dissemination activities such as conferences and publications.
4. To investigate new instructional strategies or techniques and to disseminate findings to the field.
5. To serve as advocates on behalf of visually handicapped children and youth.
6. To develop standards and guidelines for professional programs.
7. To inform membership on current issues related to legislation and congressional appropriations.

The Association for the Gifted (TAG)

1986-87 Officers

President:	Anne Crabbe, FPSP, St. Andrews College, Laurinburg, North Carolina
President-Elect:	James Alvino, Gifted Children Monthly, Sewell, New Jersey
Vice President:	Beverly Parke, 297 Education, Wayne State University, Detroit, Michigan
Past President:	Patricia Bruce-Mitchell, Springfield, Virginia
Secretary:	Emily Stewart, Division of Special Programs, Nashville, Tennessee

Treasurer: Linda Chapin, Green Valley School, Monrovia, Maryland

Governor-at-Large: June Cox, Gifted Students Institutes, Fort Worth, Texas

Governor-at-Large: Reva Jenkins-Friedman, Educational Psychology & Research, Lawrence, Kansas

Governor-at-Large: Felice Kaufmann, Lexington, Kentucky

Governor-at-Large: Nancy C. Mincemoyer, Michigan Department of Education, Lansing, Michigan

Canadian Governor: Bruce M. Shore, Faculty of Education, McGill University, Montreal, Quebec, Canada

Board of Governors Representative and Journal Editor: James J. Gallagher, Frank Porter Graham Center, Chapel Hill, North Carolina

Purpose of the Division

1. Promoting an understanding about gifted and talented students and their educational needs among educators, parents, and the lay public.
2. Communicating information about the latest issues and trends in the field of education of the gifted and talented.
3. Advocating policies that promote supportive legislation and funding for the gifted and talented at the federal, state and local level.
4. Disseminating information on education of the gifted and talented to all interested parties.
5. Expanding the existing knowledge base about gifted and talented students and their needs.

Goals and Special Projects for 1986-87

1. The TAG Symposium, March 13-14, 1987 in Fort Worth, Texas.

Division Publications

TAG Update: Published four times a year, Jan Yoder, Editor. The Journal for the Education of the Gifted (JEG): Published quarterly, James J. Gallagher, Editor.

Significant Accomplishments July 1, 1986 - June 30, 1987

The first TAG Symposium was held in Fort Worth, Texas on March 13-14, 1987. Sixty-eight participants from 28 states and one Canadian province convened to work on Guidelines for an ideal program for gifted students.

Technology and Media Division (TAM)

1986-87 Officers

President:	Robert Gall, University of Lethbridge, Alberta, Canada
President-Elect:	Herbert Rieth, Peabody College of Vanderbilt University, Nashville, Tennessee
Vice President:	Marion Panyon, Johns Hopkins University, Baltimore, Maryland
Past President:	C. Robert Campbell, University of Southern Mississippi, Hattiesburg
Secretary:	Florence Taber, University of Indiana, South Bend
Treasurer:	Ted Hasselbring, Peabody College of Vanderbilt University, Nashville, Tennessee
Board of Governors Representative:	Gilbert Schiffman, Johns Hopkins University, Baltimore, Maryland
Governmental Relations Chair:	Mike Behrmann, George Mason University, Fairfax, Virginia

Purpose of the Division

1. To promote the education of exceptional individuals.
2. To provide services to members, divisions, federations, to federal/state/local agencies and to business and industry regarding the current and future uses of technology and media with exceptional individuals.

Goals and Special Projects for 1986-87

1. Develop a more effective executive process which stressed communication, responsibility, and a broadly based democratic involvement process.
2. Develop more effective support to the CEC executive and Reston staff as a new member of the CEC community, and in that capacity to offer appropriate consultative support in the field of technology.
3. Organize and deliver a high-level exemplary technology conference.
4. Participate in the development of a topical conference with CEC headquarters.
5. Improve the quality and delivery of TAM's newsletter and journal publications.
6. Improve the quality of communication to the TAM membership.
7. Develop and effect an appropriate nomination and election process for future TAM executives.

Division Publications

Newsletters: 3 during the 1986-87 year. Journal of special education technology: 4 issues during 1986-87.

Significant Accomplishments July 1, 1986 - June 30, 1987

1. Financial stability through the success of the Alexandria conference.
2. Improved executive action and communication. Inroads made into improving the publication distribution record.
3. Attention given to the issue of membership nurturance, support and communication.

Teacher Education Division (TED)

1986-87 Officers

President:	Ann Nevin, University of Vermont, Burlington
President-Elect:	William Geiger, University of Arkansas, Little Rock

Vice President:	Don Logan, University of Utah, Logan
Past President:	Judy Smith-Davis, Counterpoint Publications, Fairfax Station, Virginia
Secretary-Treasurer:	Linda Blanton, Appalachian State University, Boone, North Carolina
Board of Governors Representative:	Lorna Idol, Austin, Texas

Purpose of the Division

TED is an international professional organization whose members advocate the design and delivery of effective services for exceptional persons. Members of TED work to develop quality personnel preparation programs and research in special education and related service fields. Competent professionals are needed to deliver appropriate services in order for exceptional persons to become more effective and independent citizens. Membership includes educators of professionals in special education and related fields such as allied health, speech and language pathology, school psychology, rehabilitation, and legal services.

Goals and Special Projects for 1986-87

TED RETOOL PROJECT for Microcomputer Technology directed by Dr. Elizabeth Byrom has provided training for special education professors in all parts of the nation.

There are six TED Special Interest Groups: international education, paraprofessional preparation programs, research and technology, consulting teachers, secondary personnel preparation, corrections, and professional advocacy network. In addition there are 2 cauci: a Small Special Education Programs Caucus and the Caucus for Comprehensive Systems of Personnel Development. Our special interest groups demonstrate that networking works.

Through DisseminAction, TED's non-profit corporation, three volumes are available for purchase at cost: The Baseline Book, The Consultation Collection, and Higher Education Practices.

Division Publications

1. Teacher Education and Special Education (quarterly journals), Francie Margolin, Publisher, Special Press Suite 2107, 11230 West Avenue, San Antonio, Texas 78213.

2. TED Newsletter, Dr. Chris Cheney, University of Nevada-Reno.

3. The 1987 Directory of Special Education Preparation Programs, available through the National Information System for Handicapped Children and Youth.

Significant Accomplishments July 1, 1986 - June 30, 1987

TED hosted its most well attended conference in Atlanta, November 13-15, 1987, with the theme: Making it Work: Models for Restructuring Education. A special early bird workshop on proposal writing was led by Dr. Linda Patridarcha in collaboration with the American Association of Colleges of Teacher Education.

The TED/Merrill Award for outstanding teacher educator of the year was presented to Dr. Maynard C. Reynolds, University of Minnesota. Dr. Marilyn Friend, Northern Illinois University, received the outstanding author of the year award, for her article in Teacher Education and Special Education.

New co-editors of the TED journal Teacher Education and Special Education were selected for a 3 year term beginning July 1, 1987: Dr. Mary McNeil, Associate professor in the Professional Education and Curriculum Department, and Dr. Jacqueline Thousand, Assistant Professor in the Department of Special Education and the Center for Developmental Disabilities, College of Education and Social Services, University of Vermont.

Several state federations for TED were formed, and membership has continued to increase.

Project Retool has continued its tradition of providing post doctoral programs for professors of special education.

The Canadian Council for Exceptional Children
Executive Committee and Board of Directors

JULY 1, 1987

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Organizations and Agencies Serving Exceptional Children and Adults

Accreditation Council for Services for Mentally Retarded and Other Developmentally Disabled Persons (AC MRDD). 4435 Wisconsin Avenue, NW, Suite 202. Washington, DC 20016. (202) 363-2811.

Handicapping Conditions Served: Mental retardation, cerebral palsy, autism, epilepsy, and other developmental disabilities.

The Organization: As the national, independent, voluntary accrediting body for agencies serving persons with developmental disabilities, AC MRDD develops standards for services; assesses, on request, the compliance of agencies with the standards; and awards accreditation to agencies found to be in substantial compliance with the standards. Offers workshops and consultation to help agencies implement accreditation standards and prepare for accreditation survey, and to assist both service consumers and service providers in using the accreditation process to help to improve services.

Information Services: Responds to questions about its accreditation process, interprets its standards, and provides information concerning requirements for quality services for developmentally disabled persons. The Standards for Services for Developmentally Disabled Individuals, 1984 edition, and the Survey Questionnaire for use with the Standards, which are used by agencies in evaluating their own services and used by the Council in conducting accreditation surveys, may be purchased.

Adaptive Environments Center. Massachusetts College of Art. 621 Huntington Avenue. Boston, MA 02115. (617) 739-0088 (Voice and TTY).

Handicapping Conditions Served: Physical, mental, and emotional disabilities.

The Organization: A nonprofit organization, offers consultation, workshops, courses, conferences, and resource materials on adaptive design.

Information Services: Provides free information and referral service on adaptive design. The Center's publications, for which there is a charge, include Humanizing Environments, A Primer; Design Tools for Adapting Environments; and The Picture Book of Adaptive Environments. A newsletter, Accessful Reports, is published semiannually.

Alexander Graham Bell Association for the Deaf. 3417 Volta Place, NW. Washington, DC 20007. (202) 337-5220 (Voice/TDD).

Handicapping Conditions Served: Deafness and hearing impairments.

The Organization: Committed to the idea that hearing impaired children should be afforded the opportunity to develop spoken communication through the effective use of amplified residual hearing and speechreading skills. The Association's Children's Rights Program advocates educational options for deaf children and provides consultant services for families pursuing their legal rights.

Information Services: Publishes a journal, Volta Review, an annual monograph, and a newsletter. It also publishes a variety of books and audio-visual materials concerning the psychological, social, and educational implications of hearing loss. The Association disseminates printed materials and answers inquiries from hearing impaired persons, their families, professionals, and the general public.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). 1900 Association Drive. Reston, VA 22091. (703) 476-3400.

Handicapping Conditions Served: All handicaps.

The Organization: A nonprofit association of professionals concerned with improving programs in schools and communities in the areas of physical education, sports, health and safety education, recreation, and dance. The American Alliance provides members with opportunities and materials for professional growth through information on the latest issues, trends, technologies, and legislative developments.

Information Services: Issues numerous publications dealing with planning, organizing, conducting, and evaluating general and specific physical education, recreation, sports, and related programs for disabled persons. The newsletter, Able Bodies, reports on programs, activities, methods, research, and legislation for special educators in health, physical education, recreation, and dance.

American Association of Disability Communicators (AADC). 2100 Pennsylvania Avenue, NW. Suite 232. Washington, DC 20037. (202) 653-5010 (Voice). (202) 653-5044 (TDD).

Handicapping Conditions Served: All handicaps.

The Organization: Founded in 1983 with the support of the President's Committee on Employment of the Handicapped and the National Organization on Disability. Its purpose is to identify disability as a major, ongoing priority in American society by improving media relations and media access for all disability communicators in nonprofit agencies, advocacy groups, independent living centers and government. Serves as a national resource for disability communicators, providing materials, unique information and opportunities for the exchange of ideas.

Information Services: Quarterly newsletter which covers developments and information about new ideas and programs concerning disability communications and spotlights disabled people working in the media. A membership brochure outlining services and fees is available.

American Association of Psychiatric Services for Children (AAPSC). 1133 Fifteenth Street, NW. Suite 1000. Washington, DC 20005. (202) 429-9713.

Handicapping Conditions Served: Mental and emotional disorders.

The Organization: A membership organization of psychiatric clinics and services and professionals specializing in the field of mental health. AAPSC offers consultation to service providers on planning, development, evaluation, standards, accreditation, and financing of child mental health facilities.

Information Services: Legislative activities are reported in a quarterly newsletter. The Association publishes the results of its own studies and papers from its annual conference. AAPSC also provides referral services for emotionally disturbed children.

American Association of University Affiliated Programs for Persons With Developmental Disabilities (AAUAP). 8605 Cameron Street. Suite 406. Silver Spring, MD 20910. (301) 588-8252.

Handicapping Conditions Served: Developmental disabilities, chronic handicapping illness.

The Organization: Provides a central office and focal point to the 54 University Affiliated Facilities (UAF) located across the nation. UAF's meet the needs of developmentally disabled persons through the following: (a) comprehensive and interdisciplinary training of a broad range of professionals and paraprofessional persons; (b) comprehensive and interdisciplinary screening, evaluation, treatment, planning and educational programming; (c) technical assistance to generic and specialized agencies; and (d) dissemination of research findings.

Information Services: Inquirers can request information on education and employment in professions serving developmentally disabled individuals. The Association provides technical assistance for personnel dealing with developmentally disabled persons. Publications include the quarterly AAUAP Network News which contains reports on Association activities and news relevant to the UAF network, to the Developmental Disabilities program and to the Title V (Maternal and Child Health) program. Other publications include the Resource Guide to Organizations Concerned with

Developmental Handicaps, published annually, and Applied Research in Mental Retardation, published quarterly. Developmental Handicaps: Prevention and Treatment, published annually, contains state of the art papers on developmental and prevention issues and reports on linkages between UAF's and state Maternal and Child Health/Crippled Children programs.

Brochures are available which describe the UAF Network and the SCAN program (Shared Communication and Assistance Network). SCAN is a national electronic link for immediate, accurate communication in resources and services for disabled persons, with state, local and regional options. Services available include electronic mail, file transfer, bulletin boards, information and referral, and resource data bases.

American Association on Mental Deficiency (AAMD). 1719 Kalorama Road, NW. Washington, DC 20009. (202) 387-1968.

Handicapping Conditions Served: Mental retardation.

The Organization: An organization of professionals working in the field of mental retardation. Established in 1876 to improve services to people who are mentally retarded. AAMD and each regional association hold annual conferences.

Information Services: Publishes The American Journal on Mental Deficiency, devoted to research in the field, and Mental Retardation, devoted to program activities for mentally retarded persons. The Association's testing materials include the Adaptive Behavior Scale, a test to measure the abilities of the retarded. Other publications include Classification in Mental Retardation, monographs, and occasional publications on social and legislative issues, and AAMD official policy statements.

American Coalition of Citizens with Disabilities (ACCD). 1012 14th Street, NW. Suite 901. Washington, DC 20005. (202) 628-3470 (Voice and TDD).

Handicapping Conditions Served: All handicaps.

Information Services: ACCD answers inquiries from the public about services and about the legal rights of persons with disabilities, and offers referrals to appropriate agencies. ACCD publishes a newsletter, ACCD NewsNet, and ACCD Action alerts on important issues as they arise. In addition, ACCD has a publication list of over 20 books and pamphlets concerning disability issues.

American Council of the Blind (ACB). Suite 1100. 1010 Vermont Avenue, NW. Washington, DC 20005. (202) 393-3666. (800) 424-8666.

Handicapping Conditions Served: Blindness, visual impairment, and deaf-blindness.

The Organization: Advocates legislation for the blind and other handicapped persons. The Council has 17 special interest affiliates. ACB's 52 state chapters monitor state laws affecting the blind. The national office offers free direct legal assistance to groups in discrimination and benefits cases and to individuals in precedent cases. The Council operates "The Washington Connection," a legislative hot line offering updated information toll-free at (800) 424-8666 during non-working hours. ACB also awards scholarships to blind postsecondary students.

Information Services: Holds periodic workshops for the blind on advocacy and leadership training. The organization has information about agencies and schools for the blind, scholarships, electronic aids, legislation, and legal rights. The Braille Forum, a free monthly magazine updating developments in legislation, education, technology, leisure activities and employment is available in large print, braille, or cassette, and in Spanish.

American Council on Rural Special Education (ACRES). National Rural Development Institute. Western Washington University. Bellingham, WA 98225. (206) 676-3576.

Handicapping Conditions Served: All handicaps.

The Organization: Has initiated a number of national projects to increase educational opportunities and to improve direct services for the handicapped and rural population. Sponsors an annual national conference, and members participate in action task forces.

Information Services: Offers rural jobs services by which persons seeking positions are linked with jobs available. A data bank on the members of the organization serves as a means for linking professionals or other members with specific interests and abilities.

American Deafness and Rehabilitation Association (ADARA). 814 Thayer Avenue. Silver Spring, MD 20910. (301) 589-0880 (Voice and TDD).

Handicapping Conditions Served: Deafness, hearing impairments, and deaf-blindness.

The Organization: A network of professionals and community persons active in the field of deafness. Areas include rehabilitation, mental health, education, social work, speech therapy, medicine, psychiatry, psychology, and many other areas.

Information Services: Gives referral service on information regarding careers, university programs, job opportunities, and the general topics of deafness and deaf-blindness. Publishes the quarterly Journal of Rehabilitation of the Deaf, the bimonthly ADARA newsletter, and occasional special publications and monographs. The most recent monograph is Deafness and Mental Health: Emerging Responses.

American Foundation for the Blind (AFB). 15 West 16th Street. New York, NY 10011. (212) 620-2000.

Handicapping Conditions Served: Blindness, visual impairments, and deaf-blindness.

The Organization: Through its national, regional, and legislative offices, AFB provides legislative consultation to government agencies, and advisory services to local agencies and schools involved in direct services. Conducts national and local surveys on psychosocial needs of the blind and technological research leading to the design of a variety of devices which help the blind person to lead an independent life. The Foundation manufactures (or adapts) and sells more than 400 such devices.

Information Services: Publishes a variety of pamphlets and films about blindness, deaf-blindness, visual impairments, eye disorders, braille, assisting the blind, activities of daily living, travel, rehabilitation, education, devices, dog guides, aging, recreation and leisure, technology, employment, and careers for people who wish to work with the blind. Single copies of these public education materials are free in print form; films may be rented or purchased. Priced publications are mainly for professionals and include materials on research, clinical practice, and instructional techniques in the areas of blindness, visual impairments, deaf-blindness, and other multihandicapped disabilities involving blindness. Listings of services such as The Directory of Agencies Serving the Visually Handicapped in the United States and the International Guide to Aids and Appliances for Blind and Visually Impaired Persons are also published by the Foundation. A few publications are available in Spanish; some are available in large print, braille and cassette.

The American Occupational Therapy Association (AOTA). 1383 Piccard Drive. Rockville, MD 20850. (301) 948-9626.

Handicapping Conditions Served: All disabilities and problems associated with aging.

The Organization: Promotes quality occupational therapy (OT) services by providing accreditation of educational programs, certification of practitioners, professional development, public education, and advocacy on programs related to national health care issues.

Information Services: Information is available about OT as a career and schools that offer professional programs in OT. AOTA has professional information on adapted clothing and equipment, alcoholism, arthritis, cancer, cerebral palsy, drug abuse, geriatrics, handicapped homemakers, home health, mental health, prevocational/vocational, and spinal cord injuries. AOTA publishes a monthly professional journal, the American Journal of Occupational Therapy, a monthly newspaper, and a Federal Report, available by subscription. Also available by subscription are quarterly newsletters published by AOTA's six Special Interest Sections: Administration and Management, Developmental Disabilities, Gerontology, Mental Health, Physical Disabilities, and Sensory Integration.

American Physical Therapy Association (APTA). 1111 North Fairfax Street. Alexandria, VA 22314. (703) 684-2782.

Handicapping Conditions Served: Physical disabilities and developmental disabilities.

The Organization: Fosters development and improvement of physical therapy services and education by: (a) accrediting academic programs in physical therapy; (b) assisting in composing state certification examinations; and (c) offering continuing education courses and workshops in specialty areas (e.g. arthritis, central nervous system disorders, burn treatment, sports medicine, etc.) at the national and local levels.

Information Services: Free information is available about physical therapy as a career, accredited professional training programs, sources of financial assistance for students, and employment statistics. APTA publishes a newsletter, a monthly research periodical, a bimonthly magazine on patient care, and books related to practice in the field. A publications list is available. APTA provides bibliographies on such topics as geriatric exercises, handicapped children, holistic health, and stroke. Educational Resource guides on such subjects as back care, burn care, stroke, diabetes, decubitus ulcer, Parkinson's Disease, and cancer are also available. APTA also refers handicapped individuals to facilities which offer physical therapy services.

American Rehabilitation Counseling Association (ARCA). 5999 Stevenson Avenue. Alexandria, VA 22304. (703) 823-9800.

Handicapping Conditions Served: All disabilities.

The Organization: To improve the profession of rehabilitation counseling to persons with disabilities, ARCA: (a) exercises leadership in developing the profession and science of rehabilitation counseling; (b) advocates for the maintenance of standards in rehabilitation counseling practice and education; (c) promotes relevant research and research dissemination; (d) encourages dialogue and coordination among rehabilitation professionals, within and among various specialty areas; and (e) engages in active collaboration with other national professional organizations and with consumer groups.

Information Services: The ARCA News contains information on legislation, organization activities, professional developments, and items relevant to the rehabilitation of persons with disabilities. The Rehabilitation Counseling Bulletin contains major professional articles relevant to the rehabilitation of persons with disabilities. A monograph contains findings of task groups on independent living, consumer involvement, supported employment, transition, and sensory impairments. ARCA provides technical assistance to any organization concerned with the rehabilitation of persons with disabilities.

American Society for Deaf Children (ASDC). 814 Thayer Avenue. Silver Spring, MD 20910. (301) 585-5400.

Handicapping Conditions Served: Deafness, hearing impairments.

The Organization: Membership organization. Acts as a clearinghouse for the exchange of information among parents of the deaf and between parents of the deaf and professionals.

Information Services: Provides general information about deafness and raising deaf children. Refers new inquirers to other parents of deaf children in their own geographical areas. Provides speakers to its affiliated groups for workshops and seminars. Publishes a bimonthly newsletter, available to members, which includes information about developments in education, legislation, and aids for deaf children.

American Speech-Language-Hearing Association (ASHA). 10801 Rockville Pike. Rockville, MD 20852. (301) 897-5700 (Voice/TDD).

Handicapping Conditions Served: Speech, language, and hearing disorders.

The Organization: A certifying body for professionals providing speech, language, and hearing therapy to the public, and is an accrediting agency for college and university graduate school programs in speech-language pathology and audiology, and for clinic and hospital programs. Conducts research in communication disorders and studies of community needs for direct services.

Information Services: Public information brochures about communication disorders and roles of speech-language pathologists and audiologists. Career information in the areas of possible employment, university training programs, and certification requirements. Publications include the Journal of Speech and Hearing Research; Journal of Speech and Hearing Disorders; Language, Speech and Hearing Services in the Schools; Guide to Professional Services in Speech-Language Pathology and Audiology; and an

ASHA Directory of membership. A monthly magazine, ASHA, features organizational news, announcements of meetings, job openings, and research reports.

Association for the Care of Children's Health (ACCH). 3615 Wisconsin Avenue, NW. Washington, DC 20016. (202) 244-1801.

Handicapping Conditions Served: Disabilities resulting from chronic illness and/or requiring hospitalization of children.

The Organization: A multidisciplinary organization dedicated to the psychosocial well-being of children and families in health care settings.

Information Services: Publications include titles on chronically ill and hospitalized children. A newsletter, ACCH Network, reports on new developments and activities of national and local organizations related to chronic illness in children. ACCH also publishes CHILDREN'S HEALTH CARE.

Association for Children and Adults with Learning Disabilities (ACLD). 4156 Library Road. Pittsburgh, PA 15234. (412) 341-1515 or (412) 341-8077.

Handicapping Conditions Served: All learning disabilities.

The Organization: A membership organization for professionals, adults with learning disabilities, and parents of children with learning disabilities. Provides general information about learning disabilities, while the 800 local chapters provide referrals to physicians and treatment centers. ACLD conducts its own research into the link between juvenile delinquency and learning disabilities.

Information Services: Distributes information on new technology for teaching learning disabled persons. Pamphlets and scientific reprints are available at no cost. National lists of colleges, private schools, and summer camps with facilities for learning disabled persons are compiled and updated. The ACLD newsletter covers clinical advancements and legislative developments affecting learning disabled persons. A bibliography of more than 400 professional and lay publications on learning disabilities is available.

Association for Persons with Severe Handicaps (TASH). 7010 Roosevelt Way, NE. Seattle, WA 98115. (206) 523-8446.

Handicapping Conditions Served: Severe physical handicaps and profound mental retardation.

The Organization: The organization's concerns include all services to individuals with severe and profound handicaps.

Information Services: Publishes a monthly Newsletter and a quarterly Journal containing articles on new research trends and practices in services to individuals experiencing severe and profound handicapping conditions. Additional publications include four volumes of Teaching the Severely Handicapped, which reports on current research and innovations, and Methods of Instruction with Severely Handicapped Students. Books, papers, reprints from past issues of the Journal and bibliographies are available. Ongoing surveys include those on integrated public schools and parent needs. TASH has a parent-to-parent network of communication. By maintaining lists of parents whose children experience severe and profound handicaps and who are involved in local parent support and advocacy groups, TASH also maintains a register of professional contact people who are available for assistance on specific problems of education, and training of personnel. Referrals to direct service providers, including schools, clinics and vocational rehabilitation services, are made by letter or phone.

Association for Retarded Citizens of the United States (ARC). National Headquarters. 2501 Avenue J. Arlington, TX 76006. (817) 640-0204.

Handicapping Conditions Served: Mental retardation.

The Organization: Goals are to prevent mental retardation, find cures, assist mentally retarded persons in their daily living, and provide support for their families. Projects to improve conditions for persons with mental retardation include: (a) research studies on prevention and cure; (b) training volunteers who work with mentally retarded persons; (c) developing demonstration models for educational, training, and residential facilities; (d) developing effective advocacy systems; and (e) furthering employment opportunities for mentally retarded persons.

Information Services: Answers lay and professional inquiries about mental retardation through publications or by letter. The Association maintains a file for professional and lay articles, which it uses to research specific questions or to compile bibliographies. ARC's own publications are extensive and include pamphlets, monographs, books, handbooks and audio visuals related to parenting, child development, citizen advocacy, civil rights, education, recreation, vocational rehabilitation, progress in research on prevention and cures, prevention methods, and statistics. It provides technical assistance through a Bio-engineering Program and On-the-Job Training Program. ARC also provides access to ARCNET, an electronic mail network. A few of ARC's publications are available in Spanish.

The Candlelighters Childhood Cancer Foundation. 2025 Eye Street, NW. Suite 1011. Washington, DC 20006. (202) 659-5136.

Handicapping Conditions Served: Childhood/adolescent cancer.

The Organization: An international organization of groups of parents who have or have had children with cancer. Provides a variety of support services to families, including crisis lines, a parent-to-parent buddy system, and self-help groups.

Information Services: Distributes bibliographies in the following areas: childhood cancer in general, materials for parents, and books for children at various age levels covering cancer and dying. An organization and information handbook is available to parents who want to start a new group. Sponsors conferences for parents, publishes a quarterly newsletter and a newsletter for teens, and serves as a clearinghouse on state and federal programs.

Center for Special Education Technology. 1920 Association Drive. Reston, VA 22091. (703) 620-3660 or (800) 345-TECH (Limited Hours).

Handicapping Conditions Served: All disabilities.

The Organization: Collects and exchanges information about using technology in the education of handicapped children and youth. Broad objectives are to: (a) provide information on technology advances and applications in special education to interested professionals and others; (b) collect and organize information from a variety of sources on issues that educators and others confront as they use technology in special education; (c) encourage the exchange of information about technology among educators; (d) develop information exchange capabilities that provide easy access to information and resources; and (e) examine the issues in designing and conducting research in the use of educational technology in special education.

Information Services: Collects information on technology, special education issues, companies/vendors, projects, resource organizations and funding sources involved in technological development. Material is organized into a variety of formats, which are used to respond to inquiries. Disseminates information through direct response, news releases and information memos, and publication of articles in journals and magazines. Also operates two electronic bulletin boards, TECH.LINE and TECH.TALK, on SpecialNet, a national computerized information network for special education personnel.

Clearinghouse on the Handicapped. Office of Special Education and Rehabilitative Services. U.S. Department of Education. Switzer Building. Room 3132. Washington, DC 20202-2319. (202) 732-1241.

Handicapping Conditions Served: All handicaps.

The Organization: Created by the Rehabilitation Act of 1973, the Clearinghouse responds to inquiries, and researches and documents information operations serving the handicapped field on the national, state and local levels.

Information Services: Responds to inquiries on a wide range of topics. Information is especially strong in the areas of federal funding for programs serving disabled people, federal legislation affecting the handicapped community, and federal programs benefiting people with handicapping conditions. Assists the Office of Special Education and Rehabilitative Services in publishing a quarterly newsletter, OSERS News in Print, which focuses on federal activities affecting the handicapped and reports on new developments in the information field. All services of the Clearinghouse are provided free of charge.

Child Welfare League of America (CWLA). 440 First Street, NW. Washington, DC 20001. (202) 638-2952.

Handicapping Conditions Served: All handicaps.

The Organization: A federation of about 400 public and private social service agencies in Canada and the United States. The member agencies provide a variety of child welfare services to children and their families: foster care, counseling, day care, adoption, and services for unmarried parents. It establishes standards, provides consultation, conducts research, holds regional workshops and training conferences for professionals, offers a personnel referral service for top administrators only, and acts as an advocate for child welfare issues in Washington and in 27 state capitals.

Information Services: A clearinghouse for information about child welfare services and related subjects. Has a national videotaped lending library for agencies, organizations, and individuals. A publication catalog includes 120 books on foster parenting and administration of foster care agencies. Final reports on League studies are also available. Publishes Child Welfare, as well as newsletters covering administrative, legislative, and parenting topics.

The Council for Exceptional Children (CEC). 1920 Association Drive. Reston, VA 22091. (703) 620-3660.

Handicapping Conditions Served: All handicaps and gifted.

The Organization: A private, nonprofit membership organization to advance the education of exceptional children and youth, both handicapped and gifted.

Information Services: Computer searches are available for a charge. Reprints of previous searches on selected popular topics may be ordered. Numerous publications on special education, awareness of handicapped people, child abuse, recreation, parent-professional cooperation, career and vocational education, severely handicapped children, and public policy. Original documents or microfiche copies of most ECER documents are retained in CEC's library, which also houses over 250 periodicals, the complete ERIC microfiche collection, and many reference materials. Library is open to the public Monday through Friday.

Disability Rights Education and Defense Fund, Inc. (DREDF). 2212 6th Street. Berkeley, CA 94710. (415) 644-2555 (Voice) or (415) 644-2629 (TDD).

Handicapping Conditions Served: All handicaps.

The Organization: A national nonprofit organization run primarily by disabled persons to achieve the goals of the disability rights movement. Monitors legislative and educational efforts and conducts training and research programs.

Information Services: Information on civil rights of disabled persons to attorneys, federal agencies, legislators and their staffs. The Disability Rights Review, the organization's free quarterly newsletter, reports on legislative and judicial activities affecting disability rights. The review is distributed to disabled people, parents, concerned organizations, attorneys and legislators.

Epilepsy Foundation of America (EFA). 4351 Garden City Drive. Suite 406. Landover, MD 20785. (301) 459-3700.

Handicapping Conditions Served: Epilepsy and seizure disorders.

The Organization: A national, voluntary organization dedicated to the prevention and control of epilepsy and its consequences, and to helping persons with epilepsy, their families and other concerned individuals overcome the problems associated with this condition.

Information Services: Provides information on epilepsy and its consequences. Areas include: (a) information on epilepsy for the patient, his family, and friends; (b) educational material to individuals and groups dealing with people with seizure disorders; (c) information on employment, including vocational rehabilitation and training, rights, hiring and insurance regulations, special programs, (d) specific information on the rights of persons with epilepsy as guaranteed by Federal and state statutes; (e) housing information (mostly about discrimination and alternative living arrangements, such as group homes); (f) transportation information, including Federal and state origin regulations; (g) health service information, including prevention, diagnosis, treatment, rehabilitation, and maintenance; (h) information on economic, social and psychological services, such as disability benefits and supplemental security income, and information on the latest research into the causes, treatment, and prevention of seizures. Publishes a newsletter, National Spokesman, ten times per year, covering news and developments in research, legal issues, affiliate activities, national news, and self-help.

Foundation for Children with Learning Disabilities (FCLD). P.O. Box 2929. Grand Central Station. New York, NY 10163. (212) 687-7211.

Handicapping Conditions Served: Learning disabilities.

The Organization: Primarily a public awareness and funding organization. Approximately one million dollars has been given to model programs which help LD children in schools, camps, recreation/day care, museums, and for parent/teacher training. Through recent grants, FCLD has launched national efforts to: (a) encourage public library systems to become resource centers for learning disabled children; and (b) increase public awareness of judiciary and probation personnel, attorneys, and the police about the now established link between undetected learning disabilities and juvenile delinquent behavior.

Information Services: Two publications available for postage and handling charges: Their World is an annual magazine which tells real life stories for and about families with learning disabled children; The FCLD Guide for Parents of Children with Learning Disabilities contains state-by-state listings of schools, institutions, and agencies which assist LD children.

HEATH Resource Center. National Clearinghouse on Postsecondary Education for Handicapped Individuals. One Dupont Circle. Suite 670. Washington, DC 20036-1193. (202) 939-9320 (Voice and TDD) or (800) 544-3284 (Voice and TDD, Outside Washington, DC).

Handicapping Conditions Served: All handicaps.

The Organization: A clearinghouse and information exchange center for resources on postsecondary education programs and handicapped persons. Topics include educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, adult education programs, independent living centers and other training entities after high school.

Information Services: Disseminates information on programs, publications and persons with expertise in many areas of concern about education and training after high school for persons with handicaps. Fact sheets and research papers are available on a variety of topics including access, audio-visual materials, computers, counseling, employment, financial aid, hearing impairment, learning disability, severely handicapped, testing in the classroom, and vocational rehabilitation. HEATH publishes a newsletter, Information from HEATH, three times a year which includes information about laws, regulations, court cases, campus highlights, new resources and issues of general interest. An annual resource directory contains an annotated listing of over 100 national organizations which can provide additional information on postsecondary education and handicapped individuals.

Joseph P. Kennedy, Jr. Foundation. 1350 New York Avenue, NW. Suite 500. Washington, DC 20005. (202) 393-1250.

Handicapping Conditions Served: Mental retardation.

The Organization: Purpose is to raise public awareness of medical ethical problems and to improve the quality of life for mentally retarded persons. Has funded research and clinical treatment centers, developed recreational programs including internships, family play programs, and the international Special Olympics Program for mentally retarded persons. Extensive public awareness campaigns are carried on through the media to improve understanding and acceptance of this population.

Information Services: Brochures describing the Special Olympics Program, the Let's Play to Grow Program for families, and the Community of Caring Program for adolescent mothers are available. Films on the Special Olympics are available for TV or group use. Another group of films produced for education of health and other professionals includes such titles as "The Right to Survive," "The Right to Let Die," "The Right to Reproduce," and "Becky: The Value of a Life."

Juvenile Diabetes Foundation International (JDF/JDFI). 60 Madison Avenue. New York, NY 10010. (212) 889-757.

Handicapping Conditions Served: Diabetes mellitus.

The Organization: To support and fund research on the treatment and cure of diabetes, mainly juvenile diabetes (also called insulin-dependent diabetes). Awards grants and fellowships for specific research projects in diabetes and related areas.

Information Services: Publishes free pamphlets and fact sheets about diabetes and insulin for the lay person. They include such titles as: What You Should Know About Juvenile Diabetes; Parent to Parent; Babies with Diabetes; Juvenile Diabetes Isn't Just for Kids; Having Children...A Guide for the Diabetic Woman; and What You Should Know About Insulin. A newsletter, Diabetes Countdown, is published for members. Local chapters hold public education meetings, maintain speaker bureaus, and provide referral to medical specialists and educational programs offered by hospitals and health departments. Some chapters have an information hot line.

March of Dimes Birth Defects Foundation (MOD). 1275 Mamaroneck Avenue. White Plains, NY 10605. (914) 428-7100.

Handicapping Conditions Served: Congenital defects and genetic disorders.

The Organization: Funds programs in basic and clinical research (including environmental reproductive hazards), medical services, professional and public education, and community services.

Information Services: Funds programs through schools, churches, hospitals. and other institutions to inform and motivate prospective parents and the general public to do all they can to protect maternal and newborn health. Materials include educational series, curricula, filmstrips, printed materials, films, documentaries for television, and public service announcements.

Through its publications transmits the latest scientific findings--in original articles and journal reprints--on birth defects to schools of medicine and nursing, university hospitals, medical centers, physicians, nurses and other health professionals. Also included in the publications program are: (a) The International Directory of Genetic Services, a listing of medical centers that provide genetic counseling and analyses of special genetic conditions; (b) the Birth Defects Atlas and Compendium which standardizes names and descriptions of 1,005 congenital anomalies, in four languages; and (c) Genetics in Practice, a quarterly newsletter for health professionals. Serves as a clearinghouse for the exchange of incidence data generated in birth defect monitoring programs in 14 countries.

Mental Health Law Project (MHLP). 2021 L Street, NW. Suite 800.
Washington, DC 20036-4909. (202) 467-5730.

Handicapping Conditions Served: Mental and emotional disorders and developmental disabilities.

The Organization: Dedicated to law reform advocacy on behalf of people labeled mentally or developmentally disabled. Priority issues are preventing neglect and abuse of institutionalized mentally disabled people and generating adequate health and mental health care, education, housing, vocational, and supportive services for mentally disabled people living in the community.

Information Services: Offers backup assistance to attorneys and other advocates representing mentally handicapped clients. These services include model pleadings, legal citations and technical references, discussion of strategies, and comments on pleadings, draft legislation/regulations, assistance in using experts, provision of articles, memoranda, bibliographies, etc. In answer to inquiries from professionals and other interested persons, MHLP supplies general information about legal rights and makes referrals to attorneys. Publications include Legal Rights of Mentally Disabled Persons, a three volume course book which includes technical information about mental health and retardation issues, case law and legal analysis; and other books and reprints of articles by staff attorneys. UPDATE is a bimonthly newsletter which offers a succinct overview of federal legislative, administrative, and judicial developments affecting mentally disabled people. It is sent without charge to nonprofit organizations actively representing mentally disabled people. MHLP's ALERT is a newsletter published occasionally to cover emerging issues which affect mentally disabled people, sent to all who request inclusion on the mailing list. Also published biennially is the MHLP Summary of Activities which reports on current litigation and issues of concern.

National Association for Hearing and Speech Action (NAHSA). 10801 Rockville Pike. Rockville, MD 20852. (301) 897-8682 (Voice and TDD) or (800) 638-8255 (Voice and TDD).

Handicapping Conditions Served: Speech, language, and hearing impairments.

The Organization: A membership organization of individuals with speech, hearing and language disorders, their families, and interested professionals. Primarily concerned with advocacy for the rights of the communicatively impaired and with public information activities.

Information Services: A Hearing and Speech HELPLINE (800-638-8255) handles specific questions about communication problems and how to find professional assistance. The Association distributes organizational brochures and information on communication disorders; publishes a bimonthly newsletter NAHSA News.

National Association of the Deaf (NAD). 814 Thayer Avenue. Silver Spring, MD 20910. (301) 587-1788 (Voice and TDD).

Handicapping Conditions Served: Deafness, hearing impairment.

The Organization: A consumer oriented organization for professionals and lay persons. Sponsors a training program to upgrade instructional skills of teachers of sign language, develops appropriate curriculum and instructional materials for teachers, and conducts a professional evaluation and certification program for instructors in various sign systems.

Information Services: Information on where to find programs and services for the deaf, including: schools, camps, interpreters, homes for the aged deaf, devices to assist deaf persons, hearing-ear dogs, and individual professional providers from medical specialists to speech therapists. Publishes three periodicals for general audiences: The Deaf American, a quarterly magazine highlighting the achievements of deaf individuals; The Broadcaster, a monthly newspaper covering legislative and legal issues; and The Interstate, a newsletter focusing on state issues and news. General information is available free from the organization.

National Association of Physical Therapists, Inc. (NAPT). P.O. Box 367. West Covina, CA 91793. (818) 332-7755.

Handicapping Conditions Served: All physical handicaps.

The Organization: Professional association of physical therapists certifies qualifications of members, establishes educational and training standards, accredits professional education programs, and conducts regional and state symposia and educational programs.

Information Services: Disseminates information on schools which offer physical therapy programs and availability of products, and refers inquirers to other organizations. The NAPT Journal is the official publication of the organization and is published bimonthly.

National Association of Private Residential Facilities for the Mentally Retarded (NAPRFMR). 6269 Leesburg Pike. Suite B-5. Falls Church, VA 22044. (703) 536-3311.

Handicapping Conditions Served: Mental retardation, cerebral palsy, autism, epilepsy, and other developmental disabilities.

The Organization: To improve the quality of life for developmentally disabled persons and their families by coordinating the efforts of providers of private residential services.

Information Services: Conducts conferences and studies, and issues bulletins and a monthly newsletter, LINKS, to keep its members informed of current legislation and regulations, safety and access standards, funding sources, social security benefits, the rights of disabled persons and their parents, staff development techniques, and topics of current interest. A Directory of Members, which lists facilities by state, is available.

National Association of Private Schools for Exceptional Children (NAPSEC). 1625 Eye Street, NW. Suite 506. Washington, DC 20006. (202) 223-2192.

Handicapping Conditions Served: All disabilities.

The Organization: Provides a national voice for private facilities regarding policies and programs affecting exceptional students and is dedicated to encouraging cooperation among educational facilities serving exceptional students.

Information Services: Provides a free referral service to member schools serving all categories of exceptionality and located throughout the country. A Directory of Membership includes type of school, services offered, and population served. THE NAPSEC VOICE is a newsletter published three times per year which includes information on national issues and updates on NAPSEC activities. NAPSEC also publishes Newsbriefs, an in-house publication focusing on member school events, programs, and activities. The National Issues Service provides up-to-the minute briefings on major issues affecting the private special education community.

National Association of Rehabilitation Facilities (NARF). P.O. Box 17675. Washington, DC 20041. (703) 556-8848.

Handicapping Conditions Served: All handicaps.

The Organization: Purpose of the Association is to strengthen rehabilitation services to handicapped persons by representing the interests of these services to the federal government, and by providing field services and technical assistance to members. State chapters work to improve facilities at the state and local levels.

Information Services: Information about federal legislation affecting rehabilitation facilities. Training seminars are held in various locations at all times of the year on subjects related to the management and operation of rehabilitation facilities. Publishes periodicals, bulletins, and newsletters for rehabilitation service administrators, including funding information for rehabilitation programs and the Rehabilitation Review, a weekly analysis of issues for rehabilitation facility professionals.

National Association of State Directors of Special Education (NASDSE). 2021 K Street, NW. Suite 315. Washington, DC 20006. (202) 296-1800.

Handicapping Conditions Served: All handicaps.

The Organization: A nonprofit association representing personnel from state education agencies who have legal responsibility for the administration and supervision of special education programs in public schools.

Information Services: Has developed products interpreting Section 504 of the Rehabilitation Act and Public Law 94-142, the Education for All Handicapped Children Act. Publications geared to education administrators cover management, training, legislation, and implementation of legislation. Materials for teachers and administrators on Individualized Education Plans and due process are also for sale. Publishes the Liaison Bulletin, a newsletter covering congressional action on legislation for disabled persons and its impact on state agency programs; activities of Special Education Programs, U.S. Department of Education, such as grant and contract announcements and regulations; and exemplary in-service training programs in special education. Offers SpecialNet, an electronic mailbox service available to anyone who has access to a computer terminal or microcomputer.

National Center for Education in Maternal and Child Health (NCEMCH). 38th and R Streets, NW. Washington, DC 20057. (202) 625-8400.

Handicapping Conditions Served: Maternal and child health, including genetic disorders.

The Organization: A major link between sources of information/services and professionals in areas of maternal and child health, including genetics.

Information Services: Provides a variety of services aimed toward facilitating the development and exchange of maternal and child health information. Provides assistance in the development and evaluation of nev materials and educational programs and collects and disseminates information about available materials, programs, and research. Offers conference assistance, including planning, support services and editing of conference materials for publication. Maintains a resource center of books, journals, articles, teaching manuals, brochures, fact sheets and educational materials. Publications include: bibliographies on sickle cell and the social and psychological aspects of genetic disorders; newsletters targeted to specific professional groups; and directories of resources and services covering federal resources in maternal and child health, voluntary organizations, clinical genetics service centers and others.

National Data Bank for Disabled Student Services. Room 0126. Shoemaker Building. University of Maryland. College Park, MD 20742. (301) 454-5028 (Voice) or (301) 454-5029 (TDD).

Handicapping Conditions Served: Primarily physical disabilities.

The Organization: Provides the means for accessing statistics related to services, staff, budget and other components of disabled student services programs across the country. Examples of data included are: size and type of institution, date program was started, funding, staff (including education, experience, salary), number of disabled students, services provided, fees and new ideas.

Information Services: Data may be withdrawn from the Data Bank only by those who have an "account" with a reserve of data of their own. Each participant is charged a modest fee.

National Down Syndrome Congress (NDSC). 1640 W. Roosevelt Road. Chicago, IL 60608. (312) 226-0416 (In Illinois) or (800) 446-3835 (Outside Illinois).

Handicapping Conditions Served: Down syndrome.

The Organization: Formed in 1973 by a group of parents and professionals interested in Down syndrome. Now has more than 500 chapters of volunteers in the United States and around the world. An annual convention and various publications keep the membership informed of medical, legislative, and educational developments. Services include: adoption facilitation, advocacy for adolescents and adults with Down syndrome (including their own annual convention), educational guidelines for preschool and elementary school, text-editing, research monitoring, and extended family support.

Information Services: Parents are put in touch with a family support network. NDSC publishes membership brochures, a pamphlet for the lay person on Down syndrome in English, Spanish and Portuguese; Guidelines for Choosing the Preschool or Primary School for Your Child with Down Syndrome; and product availability fliers. A bibliography of materials relating to Down syndrome is being updated. The Congress publishes two newsletters. The Down Syndrome News, published ten times yearly and available only to members, covers pertinent issues covering all aspects of Down syndrome. The Parent Group Bulletin is published as appropriate when pertinent parent group information is collected and serves as an immediate communication link with persons touched by Down syndrome. NDSC provides resource information on all aspects of Down Syndrome, including very technical areas, and makes referrals to local parent groups or professionals.

National Information Center for Handicapped Children and Youth (NICHCY). Box 1492. Washington, DC 20013.

Handicapping Conditions Served: All handicaps.

The Organization: A free information service that helps parents, educators, caregivers, advocates, and others to improve the lives of children and youth with handicaps.

Information Services: Answers questions, develops and shares new information through fact sheets, directories and newsletters, provides advice to people working in groups, and connects people all across the country who share similar goals and concerns. When a program or project proves especially effective, the Center collects information on it to share with others. NICHCY publishes two newsletters. News Digest is circulated quarterly and focuses on single important issues affecting families of children and youth with handicaps and other special education concerns. Transition Summary is a compilation of articles on transition issues that is distributed semiannually. Also available are fact sheets on all major disabilities and parent groups; general information about handicaps; listings of major public agencies in each state and territory and state level chapters of other organizations; directories of organizations; and information about careers in special education. NICHCY staff members provide consultative and technical assistance on topics of collaboration, respite, group organization and maintenance, evaluation, media presentation, conference and workshop presentations, group facilitation, and location of information and resources.

National Information Center on Deafness (NICD). Gallaudet College. 800 Florida Avenue, NE. Washington, DC 20002. (202) 651-5109 (Voice) or (202) 651-5976 (TDD).

Handicapping Conditions Served: Hearing impairments.

The Organization: A unit of the Division of College Relations, established in 1980 to meet the need for accurate, current information on topics dealing with deafness.

Information Services: Provides either direct information, printed materials, and/or when appropriate, referrals to other helpful resources. NICD has developed numerous fact sheets and resource listings on such areas as deafness, TDD's, alerting and communication devices, hearing ear dogs, financial aid for hearing-impaired students, travel resources for hearing-impaired people, and short reading lists on topics in education of deaf children. NICD information services and single copies of publications are provided free.

National Mental Health Association (NMHA). 1021 Prince Street. Alexandria, VA 22314-2971. (703) 684-7722.

Handicapping Conditions Served: Mental and emotional disorders.

The Organization: Primarily an advocacy and public education organization. Works for legislation affecting the rights and treatment of the mentally ill.

Information Services: An extensive publications list includes such titles for patient and family as Helping the Mental Patient at Home, and What Every Child Needs for Good Mental Health. Of interest to the general public are such publications as How to Deal With Your Tensions, Depression: What You Should Know About It, and When Things Go Wrong, What Can You Do? Information on services, insurance, research, employment, legislation and litigation, careers in mental health, rehabilitation, and citizen activism is also available, as well as NMHA position statements on topics ranging from psychosurgery to the insanity defense. A monthly newsletter, Focus, informs members of news in the mental health field. Films and other educational materials are available for one-day rentals.

National Multiple Sclerosis Society. 205 East 42nd Street. New York, NY 10017. (212) 986-3240.

Handicapping Conditions Served: Multiple Sclerosis and related diseases.

The Organization: Provides funding for research, public and professional education, advocacy, and the design of rehabilitative and psychosocial programs. Direct services to MS persons are provided through 161 local chapters and branches. Among the programs offered by chapters are a variety of counseling and referral services; many offer group aquatics and other social/recreational support activities.

Information Services: Publications for the general public include such pamphlet titles as What Everyone Should Know About Multiple Sclerosis and Living with MS: A Practical Guide. Books entitled Research on Multiple Sclerosis, Maximizing Your Health: A Program of Graded Exercises and Meditation for Persons with Multiple Sclerosis and Therapeutic Claims in Multiple Sclerosis are also available. Patient information includes pamphlets on mental and emotional health, careers for the homebound and Inside MS, a quarterly membership periodical. Some information is available in Spanish. Professionals may request publications on treatment, nursing care, group counseling, and reprints of journal articles. Referrals, information on technical aids and equipment, and order lists for free publications can be obtained from chapters.

National Network of Learning Disabled Adults (NNLDA). P.O. Box 716. Bryn Mawr, PA 19010. (215) 275-7211.

Handicapping Conditions Served: Learning disabilities.

The Organization: Provides support, assistance, and information to learning disabled adults and self-help groups for learning disabled adults nationwide.

Information Services: NNLDA Newsletter, published four times per year, reports on educational programs and resources, legislation, government policies, employment and training opportunities, organizational news, and other items of interest. The Network maintains an electronic bulletin board entitled LD ADULT on SpecialNet to disseminate information about issues of concern to LD adults.

National Rehabilitation Association (NRA). 633 S. Washington Street. Alexandria, VA 22314. (703) 836-0850.

Handicapping Conditions Served: All handicaps.

The Organization: Founded in 1925 as a membership organization for professionals and others interested in the advancement of rehabilitation services to all persons with disabilities. Activities include: advocacy for state and federal legislation; professional development through regular meetings and workshops, training sessions for continuing education credits, and publications; and public education via print and electronic media.

Information Services: Publishes the Journal of Rehabilitation and a newsletter. The national office responds to general inquiries and directs specific questions to appropriate professional divisions.

All the divisions publish newsletters. NRCA publishes the Journal of Applied Rehabilitation Counseling. NRAA produces two quarterly journals: the Journal of Rehabilitation Administration and Administration and Supervision in Rehabilitation. VEWAA publishes the Bulletin. The national NRA office will supply inquirers with the current addresses of its division officers.

National Resource Center for Paraprofessionals in Special Education (NRC). New Careers Training Laboratory. City University of New York. 33 West 42nd Street. New York, NY 10036. (212) 840-1278 or (212) 840-7619.

Handicapping Conditions Served: All handicaps.

The Organization: Mission is to promote an increase in the use of trained paraprofessionals in special education.

Information Services: Disseminates information for the use of employers, program managers, and trainers on such issues as skills and competencies needed by paraprofessionals, credentialing, new roles for paraprofessionals in education and related services, career mobility, and funding sources. The Center also has information on pre and inservice training models and training materials in use by state and local education agencies and by institutions of higher education.

Besides a quarterly newsletter, New Directions, NRC publications include the Paraprofessional Bibliography: Training Materials, Resources and Programs for Paraprofessionals Working in Educational Programs for Persons with Handicapping Conditions (1981); Special Needs, Special People, which examines the state of training programs for special education paraprofessionals throughout the nation (1980); Paraprofessionals in Special Education: The State of the Art, which gives results of a survey of state departments of special education covering the use and training of paraprofessionals over the last decade; and The Employment of Paraprofessionals in Special Education. Technical assistance is available to state and local education agencies and institutions of higher education through the NRC.

The National Society for Children and Adults with Autism (NSAC). 1234 Massachusetts Avenue, NW. Suite 1017. Washington, DC 20005-4599. (202) 783-0125.

Handicapping Conditions Served: Autism.

The Organization: Works for legislation, education, and research for the benefit of all children with severe disorders of communication and behavior.

Information Services: Publishes general pamphlets defining autism and suggesting management techniques. NSAC's Information and Referral Service, has specific information available, including: (1) names, addresses, and other information about day and residential programs and camps which admit children with autism; (2) a list of facilities which admit autistic adolescents and adults; (3) ways to effectively organize to get community services for children with autism; (4) legislative information at national and state levels; (5) suggestions for sources of funds, public and private; (6) a list of colleges and universities which offer training in the field of autism; (7) income tax information for parents; (8) a list of contacts and societies for children with autism in other countries. The service also keeps an informal list of research projects being conducted in the area of autism. NSAC publishes a bimonthly newsletter, The Advocate, an advocacy publication geared toward parents and professionals who work with autistic children. NSAC also publishes the annual Proceedings of Society National Conferences, which includes professional papers on a variety of subjects related to autism.

Orton Dyslexia Society (ODS). 724 York Road. Baltimore, MD 21204. (301) 296-0232.

Handicapping Conditions Served: Dyslexia.

The Organization: An international membership organization for professionals and parents of dyslexic children. Purposes are to disseminate information related to dyslexia, and to guide persons with dyslexia and parents of dyslexic children to available resources for diagnosis, remediation, and tutoring.

Information Services: Provides general information to inquirers by phone or by letter; most information requests are met through a variety of ODS publications on dyslexia and related learning disabilities. The ODS Annals of Dyslexia is a compilation of scientific papers delivered at its annual conference, containing therapy applications and articles about the state of the art. ODS also publishes a quarterly newsletter, Perspectives on Dyslexia, containing pertinent local and national information.

RESNA: The Association for the Advancement of Rehabilitation Technology. 1101 Connecticut Avenue, NW. Suite 700. Washington, DC 20036. (202) 857-1199.

Handicapping Conditions Served: All disabilities.

The Organization: Purpose is to promote and support the development, dissemination, integration, and utilization of knowledge in rehabilitation engineering and to assure that these efforts result in the highest quality of care and service delivery for all disabled citizens.

Information Services: Publishes Rehabilitation Technology Review, a quarterly newsletter, as well as the proceedings of the RESNA annual conference. Other publications include: Technology for Independent Living Sourcebook; Choosing the Best Wheelchair Cushion. Revised Edition

1984; A Guide to Controls - Selections, Mounting, Applications; Wheelchair III Report of a Workshop on Specially Adapted Wheelchairs and Sports Wheelchairs. When possible, RESNA will refer people to experts residing in their local area, selected from the RESNA membership list.

Sick Kids (Need) Involved People, Inc. (SKIP). 216 Newport Drive. Severna Park, MD 21146. (301) 647-0164.

Handicapping Conditions Served: Disabilities in children which require dependency on medical technology, particularly related to home care.

The Organization: Promotes the feasibility of specialized pediatric home care for medically fragile children. Assuring the highest possible quality of life obtainable for these children who are dependent on medical technology is the ultimate goal. Parent networking to offer peer support and mutual aid is an important component of SKIP services.

Information Services: Printed materials and sponsors educational presentations dealing with home care of technology-dependent children. The organization also publishes a newsletter.

Sibling Information Network. Connecticut's University Affiliated Facility. University of Connecticut. 249 Glenbrook Road U-64. Storrs, CT 06268 (203) 486-4034.

Handicapping Conditions Served: All handicaps.

The Organization: A recently formed organization of professionals interested in siblings of handicapped children and their problems, offers support and assistance.

Information Services: Works to provide a common information base, serving as a clearinghouse for research and other professional activities related to siblings of handicapped children. The Network's quarterly newsletter, available free to members, reports on activities of members, literature for siblings of handicapped children, and other topics of interest. The Network has published a collection of articles taken from the newsletter, a list of sibling groups and programs, a bibliography of journal articles on siblings, a bibliography of children's literature and a list of audio-visual materials about children with various disabilities.

Spina Bifida Association of America (SBAA). 343 South Dearborn Street. Room 310. Chicago, IL 60604. (312) 663-1562 or (800) 621-3141.

Handicapping Conditions Served: Spina bifida, with related hydrocephalus.

The Organization: A primary emphasis on local parent and patient support groups. Activities also include public education, research, advocacy, and sponsorship of an annual conference for professionals and lay persons on medical, social, educational, and legal issues relating to this disability.

Information Services: Publications and public education materials are available through 100 local chapters in the U.S. and Canada; chapters also sponsor parent, teenage, and young adult support groups. Publications include The Child with Spina Bifida; By, For and With Young Adults with Spina Bifida; When Something is Wrong With Your Baby; Straight Talk; The Teacher and the Child With Spina Bifida; Giant Steps for Steven; Beyond the Family and the Institution; a bimonthly newsletter, Spina Bifida Insights; and manuals for parents and teachers.

United Cerebral Palsy Associations (UCPA). 66 East 34th Street. New York, NY 10016. (212) 481-6300.

Handicapping Conditions Served: Cerebral palsy and other neuromoter disabilities.

The Organization: UCPA: (a) provides funds for research and the training of scientific personnel who work in the fields of prevention and treatment of cerebral palsy; (b) acts as an advocate for the civil rights of disabled persons in the areas of education, employment, independent living, and access to public buildings and public transportation; (c) provides public education programs in schools, hospitals, and community facilities, which emphasize prevention of neuromotor problems; and (d) through its 230 state and local affiliates, provides direct services including: medical diagnosis, evaluation and treatment, special education, career development, social and recreational programs, parent counseling, adapted housing for disabled persons, advocacy, and community education.

Information Services: Provides extensive information about the nature of cerebral palsy, the means of preventing the condition, the services available to and required by persons with cerebral palsy and their families, and the civil rights of persons with disabilities. Lay publications include: What Everyone Should Know About Cerebral Palsy, a cartoon booklet describing the causes of the condition, management techniques, available services, and the outlook for prevention; references are made to appropriate publication lists and materials. UCPA publications include bibliographies on housing, family life skills, sensorimotor performance, and speech; a handbook on transportation; booklets on marketing employment concepts; guidelines for information, referral and follow-along; a respite care manual; nutritional care of the young child with cerebral palsy; six monographs on infant development programs; organizing in-service training workshop guidelines; monographs on teenage programs; and information on advocacy efforts. UCPA publishes a bimonthly general interest newsletter and issues a newsletter dealing with governmental matters of concern to disabled persons. This includes a series of analysis papers on governmental activities affecting persons with disabilities. For professionals and volunteers, the Association's publications include materials on child development; testing, management, and treatment of cerebral palsy; service needs; federal assistance programs; and fund raising.

Very Special Arts (VSA). 1825 Connecticut Avenue, NW. Suite 417. Washington, DC 20009. (202) 332-6960 (Voice and TDD).

Handicapping Conditions Served: All handicaps.

The Organization: An educational affiliate of the Kennedy Center for the Performing Arts. Disseminates information about curriculum and instruction in the arts for handicapped people and publicizes the need for the benefit of expanded arts opportunities for handicapped people.

Information Services: Lists of national, state, and local organizations with art programs for the handicapped, model sites and other programs which VSA recognizes for excellence, and sources of financial assistance for establishing programs and conducting research projects. Materials about VSA research and demonstration projects and other publications are available and include reviews of special projects, curriculum ideas for parents and teachers, resource guides and bibliographies. Brochures emphasizing the importance of art, music, dance, and drama for handicapped persons are also available. The VSA Newsletter, published quarterly, contains information about arts programs for individuals with disabilities around the country.